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ABSTRACT

The guide, most of which consists of appendixes, forms, and formats, is an introduction to the process of developing individualized education programs (IEPs) for handicapped, gifted, and talented children in the state of Pennsylvania. Instructional components of the IEP are discussed in terms of annual goals, short-term objectives, and determining present educational levels. Some special considerations in IEP plan preparation are reviewed. Procedures for determining educational assignments and developing IEP plans are presented. Among the eight formats and forms provided are a request for permission to evaluate, a due process notice, and a pre-hearing conference response. Sample IEP plans, a bibliography of instructional objective sources, and guidelines for the preparation of teacher-written objectives are appended. (DLS)

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AN INTRODUCTION TO INDIVIDUALIZED EDUCATION PROGRAM PLANS IN PENNSYLVANIA: GUIDELINES FOR SCHOOL AGE IEP DEVELOPMENT

REVISED

January 1978

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FOREWORD

This guide is an introduction to the process of developing individualized education programs (IEPs) for handicapped, gifted and talented children. It should be viewed as a first step in a personnel development program to help Pennsylvania educators meet IEP requirements. Though guidelines for writing IEP plans are suggested, our primary purpose is to acquaint readers with IEP plan writing as a process of related steps. These suggestions are not meant to take the place of other approaches which comply with special education regulations and standards.

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I. INTRODUCTION

The Pennsylvania Special Education Standards, which reflect both State Board Regulations and federal legislation, require an individualized education program (IEP) for each exceptional student identified as needing special education or related services. This requirement extends to all exceptional students in Pennsylvania, in public and approved private schools.

For all handicapped, school age students, IEP plans must have been completed by October 1, 1977. For all gifted and talented students, IEP plans must be completed by September 1, 1978. For all exceptional children placed on or after October 1, 1977 an IEP must be prepared prior to placement.

The IEP plan must include:

1. A written statement of the student's present levels of educational performance.
2. A statement of annual goals reflecting the student's present levels of educational performance and specifying the behavior to be achieved through the individualized education program.
3. A list of short-term objectives which serve as the steps in achieving each annual goal.
4. A statement of appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.
5. A statement of the extent to which the student will be able to participate in a regular education program.
6. A description of all special education and related services that will be provided to meet the student's needs, any special instructional media and materials to be provided and the type of physical education program in which the student will participate.
7. The projected date for beginning the program and the anticipated duration of these services.

Writing an IEP plan is a three-step process: (1) establishing where the student is (determining present levels of educational performance), (2) identifying how much and what one can reasonably expect him/her to learn by the end of a year (writing annual goals) and (3) determining the steps to be taken in achieving annual goals and the means to measure the student's progress (specifying short-term objectives and determining the means for evaluating progress).

II. INSTRUCTIONAL COMPONENTS OF THE IEP

Determining Present Educational Levels

Before setting goals for a student, one must know what the student knows and what he/she needs to learn. Establishing the present levels of educational performance involves collecting, surveying and using all available information about the student. The program planner first surveys available data and then may add to it through formal and informal assessment. The term "levels" implies a possible range of information from the listing of test data to the recommended procedure of describing student strengths and weaknesses in various curricular areas.

Surveying Available Information

The program planner may have access to student information currently on file in the school or information provided by people who have had contact with the student.

Student file information that may be helpful includes:

- ○ Psychological reports
- ○ Medical reports
- ○ Developmental, social and educational histories
- ○ Speech/language evaluations
- ○ Reports of educational specialists (including reading specialists, the referring teacher or previous teachers in special education)

Resource people who can help include:

- ○ Previous teachers
- ○ Referring teachers
- ○ Educational specialists
- ○ Parents or guardians
- ○ Guidance counselors
- ○ Principals
- ○ Psychologists
- ○ Psychiatrists
- ○ Home and school visitors or social workers
- ○ School nurses
- ○ The student

File information can offer insight into the student's academic strengths and weaknesses and may suggest directions for placement and programming. Information from resource people can supplement the file data and clarify the student's past educational performance.

Collecting Additional Information

After surveying available information, the program planner may have a fairly good impression of how the student is functioning in instructional areas. For a clearer picture of the student's educational performance, however, it may be necessary to supplement this information with data obtained through standardized formal and informal assessment procedures.

Standardized Formal Assessment. Commercially available standardized tests require the use of uniform procedures in administration and scoring. These tests are usually norm-referenced; that is, they give program planners a means for comparing a student's performance to that of a sample population. The score may be expressed as a grade or age equivalent.

General achievement tests usually sample a number of instructional areas and give the program planner an idea of the student's academic strengths and weaknesses (e.g., Stanford Achievement Tests). This information can be used to determine areas requiring further assessment. When administered on a pre/post test basis, these tests can estimate the student's educational growth. General achievement tests, however, normally provide only a gross estimate of achievement.

Formal diagnostic tests (e.g., Key Math Diagnostic Arithmetic Test, Woodcock Reading Mastery Test) enable the program planner to determine a student's specific instructional level in particular areas. With some evaluation instruments, the program planner also can analyze the student's performance to determine what he/she has learned and to designate the next appropriate instructional step.

Informal Assessment. Informal testing implies that a student's skills will be assessed in terms of what he/she can or cannot do, rather than his/her standing in relation to some norm, as in formal assessment. These tests usually are administered individually.

Criterion-referenced tests (e.g., SRA's Diagnosis: An Instructional Aid Series - Reading) are designed to assess one particular skill area. Criteria are established to help the program planner determine specific instructional strengths and weaknesses. The evaluation can show what skills and content the student has mastered and can indicate the next appropriate instructional step.

Informal diagnostic tests include inventories and checklists (e.g., university-prepared informal reading inventories) which can be used to analyze a student's performance in a task and to identify error patterns. They may also indicate specific instructional levels. These tests have been especially useful in helping the instructor to match student needs with appropriate materials and methods.

Diagnostic teaching is frequently used to confirm or negate diagnostic information obtained from tests. By analyzing how well a student responds to various teaching methods, the program planner may be able to identify the most effective strategies to use with that student. Diagnostic teaching may also provide information about the student's rate of learning.

Systematic observation can provide detailed information on specific student behaviors. Program planners can collect data on what a student can do and how he/she approaches a task.

Commercially prepared prescription kits are offered by some publishers to supplement their instructional packages. These tests are designed to assess a student's ability to perform the skills included in the package.

To summarize, the program planner's task in estimating present educational levels is to determine, through a practical and content-oriented approach, what the student has mastered. He/she should not devote too much attention to cognitive processing or other esoteric factors. The program planner must remember that the information summarized in the IEP must be specific enough to allow for the projection of annual goals in each instructional area.

Annual Goals

Annual goals are written statements of what the student is expected to learn from his/her educational program. Annual goals are the targets toward which the student's learning program is directed. Since the goals reflect growth which can take place over the course of an entire academic year, they should be general, yet specific enough to focus on individual instructional areas.

The process of writing annual goals is closely linked to the process of determining the student's present educational levels. To write goals, one must look at the student's present functioning in appropriate instructional areas and determine what content and which skills should be emphasized in his future program. To write annual goals for each instructional area, planners may use curricular sequences, developmental theory, and educated and reasonable logic, but they should be as systematic as possible.

In determining the scope of annual goals, the program planner must carefully consider many factors, including the severity of the student's handicap or the degree of the student's giftedness; the student's special abilities; the student's past rate of learning; behavioral factors, such as attention skills; and the likelihood that the student will cooperate in the long-term learning program.

Program planners should consider the following guidelines in writing annual goals:

1. Projections should be reasonable, that is, not so difficult that they lead to frustration.
2. Projections should be broad enough to increase the possibility that the student will make unexpected gains or enhance expected ones.

In summary, annual goals express the anticipated growth in skills and knowledge resulting from a student's participation in an educational program over a year's time. They serve as the framework for the teacher's instruction and daily activities with the student.

Short-Term Objectives

Short-term objectives are derived from the annual goals in each instructional area. They represent smaller, more manageable learning tasks a student must master on the way to achieving the more general and complex annual goals. As such, they enable the teacher and others to plot the student's progress toward meeting the annual goal.

Unlike annual goals, which represent global changes in a student's knowledge, skills and learning, short-term objectives represent specific units of learning. While annual goals may take as long as a year or more to achieve, short-term objectives should be mastered in a realtively short time. Depending on the student's learning characteristics and the specificity with which the objective is stated, a short-term objective might be mastered in from one or two instructional sessions to several months. Program planners may designate few or many short-term objectives for each annual goal, and these objectives may range from very specific to more general depending on the student's needs.

Sources for Short-Term Objectives

In determining short-term objectives, program planners may draw on a variety of sources, including published curricula, published collections of objectives for specific instructional areas and teacher-written objectives. Statements of objectives must include a method of evaluating the student's program. Evaluation must be based on observable, objective criteria and subject to a schedule to determine the effectiveness of the instruction.

The published sequences of objectives accompanying a commercially or locally developed curriculum are sometimes referred to as "curriculum-imbedded" or "curriculum-based." These objectives usually are related specifically to the content of the curriculum for which they were designed, and are not intended to serve teachers using other curricula. (Several of the commercially available "curriculum-based" sequences of objectives, however, can be applied beyond the curriculum with which they are associated.) Published sequences of objectives are commonly found in reading and mathematics curricula, and are often packaged with assessment instruments to determine entry into the sequence and progress on the objectives.

Published collections of objectives are available for most instructional areas. Although they vary in emphasis, comprehensiveness and provision for measurable criteria, they all serve the same general function: to provide objectives in specific content areas which may be applied to a published or teacher-developed curriculum.

Teacher-written objectives vary widely, depending on the skills and imagination of the teacher and on how vigorously the teacher applies available guidelines for writing objectives.

A partial bibliography of sources for curriculum-based objectives and published collections of objectives appears in Appendix B. Guidelines for preparing teacher-written objectives appear in Appendix C. Some of these sources provide specific measurement criteria and assessment instruments for the objectives they list or guidelines for preparing measurement instruments.

Educators vary in their preference for one of these sources over another. In addition, the nature of the instructional setting may dictate the use of a particular source. For example, if a class is relatively homogeneous in achievement levels and there is an emphasis on group instruction, a curriculum-based approach may be best. On the other hand the relatively tutorial, part-time format and wide diversity in student achievement levels in some resource room and itinerant teacher programs may suggest the adoption of published collections of objectives. While some programs may rely exclusively on teacher-written objectives, they are generally more useful as supplements to other sources.

The use of teacher-written objectives or those selected from collections of objectives requires training in the sequencing and evaluation of objectives for instructional purposes. A shortage of resources, time and clerical support may necessitate the use of curriculum-based objectives.

Student Program Evaluation

The law requires that the IEP plan provide for appropriate objective criteria, evaluation procedures and an indication of when and how one will determine whether the student is achieving the short-term objectives. Whether the objectives have been met must be determined at least annually.

Observable, objective criteria are required to determine whether the student has mastered the short-term objectives. Many authors include the criteria for demonstrating mastery of the task as an integral part of the statement of the objective.

Criteria can be expressed in a number of ways, including the frequency, percentage or consistency of behavior specified by the objective. For example, the criterion for successful mastery of an objective may be 80 percent success for three consecutive instructional periods. With some objectives, however, the criterion may be a single demonstration of correct performance.

There are many procedures for evaluating a student's mastery of objectives according to the criteria for mastery. Procedures may vary in their provisions for participants in the evaluation process, degree of systematization of the process, and frequency of evaluations. For purposes of illustration, the following general approaches are discussed: (1) the criterion-referenced measurement approach, (2) the milestone evaluation approach and (3) the year-end evaluation approach.

Criterion-Referenced Measurement (CRM) Approach. The criterion-referenced measurement approach is based on a structured system of evaluating each objective before and after instruction. The pretest assures the teacher that the student needs instruction on the objective. The posttest assures the teacher that the student has learned the content and is ready to progress to new, more complex learning. The test-teach-test cycle continues indefinitely throughout the term of instruction. In this approach, the evaluation of student progress is an integral and continuous part of the instructional process.

The criterion-referenced measurement approach goes by many names (e.g., mastery learning, diagnostic-prescriptive teaching, precision teaching, individually prescribed instruction, etc.). Although it appears in many forms, it always depends on the systematic use of objective-referenced measures or tests to assess mastery of objectives on specified criteria.

The criterion-referenced measurement approach to evaluating student instructional programs may be contained in:

1. *Commercially Packaged Instructional Management Systems*

   An increasing number of commercial curriculum publishers have adopted the principles of CRM, especially in reading and mathematics. Curricula reflecting this approach provide a sequence of behavioral objectives and a set of objective-referenced measures to assess mastery of each task. A set of forms or charts usually are included to record and track student progress.

2. *Teacher-Generated Sequences*

   Educators with sufficient training and instructional resources can apply CRM principles without using a commercially packaged instructional management system. Also, the teacher may use collections of objectives and objective-referenced measures, supplemented by teacher-written objectives and measures.

Milestone Evaluation Approach. Mastery of objectives can be evaluated at regularly established review periods throughout the year. The timing of these review periods may be determined by projected events, or "milestones," such as completion of a specified number of instructional sessions or completion of a unit or sequence of objectives. Milestones also can be simply the dates on which reviews are to take place. These dates or milestones would be part of an annual schedule for evaluating student progress.

Year-End Evaluation. A meeting scheduled at the end of the school year to evaluate student achievement of objectives is a year-end evaluation. When this meeting is the only planned evaluation in the student's IEP, it represents minimum compliance with the evaluation requirements of the law.

As the sole or major evaluation format, year-end evaluation procedures should include some structured procedure for determining mastery of the objectives specified in the IEP. The evaluation of mastery of each short-term objective will be next to impossible at the end of an instructional year. One solution is to evaluate blocks of objectives as they collect within each annual goal, and finally, as they reflect the attainment of the annual goal itself.

Dates and/or methods for determining the effectiveness of instruction will depend on the objective evaluation approach selected by the teacher. In a criterion-referenced system, evaluation may occur on a daily to monthly basis. Milestone evaluation may occur on an irregular basis or, if dates are used as milestones, on a regularly scheduled basis. Whatever approach the teacher selects, the schedule for evaluating objective mastery should be reported in the IEP plan.

III. SPECIAL CONSIDERATIONS IN IEP PLAN PREPARATION

Participants in IEP Planning

The IEP plan is a written document to be developed, and revised at least annually in an IEP planning meeting scheduled at a time and place mutually agreed upon by the participants. The following people must attend:

- The parent, guardian or surrogate parent and, when appropriate, the student. If the parent, guardian or surrogate parent declines to attend, documentation must be made of attempts to gain their participation.

- The teacher.

  1. If a student is newly identified as exceptional and an appropriate special education program is being planned, the teacher could be the regular education teacher and/or a teacher qualified to provide the type of special education the student may receive.

  2. If a student is currently receiving a special education program(s), the teacher should be the student's special education teacher(s).

  3. If a student is identified as speech impaired, the teacher should be a speech and language clinician.

- A local education agency (LEA) representative (other than a teacher) who must be the designee of the chief school administrator. Special education supervisors and principals are recommended for this role. The representative is to be authorized and qualified to provide or to supervise programs designed to meet the special needs of exceptional students.

- If an exceptional student has been evaluated for the first time, a member of the evaluation team must attend.

- Any other person the student, parent, guardian or surrogate parent wishes to invite.

If a student is to be placed in an approved private school, the LEA must develop the IEP plan; however, the LEA must invite the participation of private school representatives, including the teacher who will be responsible for the student. Because of distance, time and cost, private school representatives may participate via a telephone call.

The IEP plan is to be an educational document but the placement indicated on the plan should conform to the recommendations included in the most recent effective psychological report.

Instructional Areas to be Represented in the IEP

There is to be one IEP plan for a student. The IEP will include only those areas in which the student receives special education, related services or modified regular education (i.e., where the content, methods or materials used in regular programs are substantially modified, based on the child's identified needs.) Special education is defined in the State Special Education Standards as a basic education program adjusted to meet the educational needs of exceptional students.

The IEP plan is <u>not</u> to be a reference document which simply refers the reader to various curriculums or materials. Readers should be able to develop a clear understanding of the student's intended program from the plan. It should list programs and services the student will receive.

Speech and/or language (corrective or remedial), hearing and vision, whether full-time or itinerant, are considered special programs of instruction in Pennsylvania. Annual goals and short-term objectives must therefore be specified.

The IEP plan should clearly describe the student's program and be able to stand on its own. Thus, a simple listing of alterations in a regular education program does <u>not</u> constitute a complete IEP.

Related Services

The individualized education program plan calls for a statement of specific programs and services to be provided to the student. As defined in the law, "related services" means transportation and such developmental, corrective and other supportive services that may be required to assist a handicapped student to benefit from special education. Such services include, but may not be limited to, medical services (for diagnostic and evaluation purposes only), occupational and physical therapy, recreation, early identification and assessment of disabilities in children, counseling services, school health services, social work services in schools, parent counseling and training. Annual goals and short-term objectives do not have to be written in the IEP plan for related services but in many cases it is advisable.

Physical education (regular and adaptive) must be listed as part of the child's educational program and annual goals and short-term objectives must be specified when physical education has been altered to the extent that it becomes a specially designed program for the exceptional student.

Extent to Which the Student Will be Able to Participate in Regular Education

The Education for All Handicapped Children Act mandates that the handicapped learner is to be educated, to the greatest extent possible, with non-handicapped students. Pennsylvania's due process letter and the State Board Regulations specify a hierarchy of placements for exceptional students and are the state's vehicle for encouraging the assignment of students to the least restrictive placement (i.e., the placement that will optimize the student's educational and social growth and is as close as possible to the mainstream of education). Programs outside the regular classroom environment are to be provided only when the nature or extent of the exceptionality is such that support aids and services in the regular program cannot provide satisfactory education. The primary assignment(s) of the student is to be noted on the IEP plan.

Due Process and the IEP Plan

The IEP plan serves as the basis for discussion in IEP planning meetings, pre-hearing conferences and due process hearings, and shall be included with the due process notice. A shortened due process notice for speech-impaired students, may be used if the student is enrolled in no other special education programs.

When no change in placement is being recommended or when the IEP is not the result of reevaluation which is mandated every two years, due process procedures do not have to be initiated by the LEA. The IEP must be sent to the parents and it is recommended that a letter of explanation accompany the IEP.

According to the State Standards for Special Education, evaluation must be based on team analysis of the student's documented cumulative record and may include administration of individual psychological tests and other clinical examinations.

Other Procedural Safeguards

Full Information

Within the intent and spirit of the law, LEAs should insure that the student, parent, guardian or surrogate parent is fully informed about the IEP plan and process so that he/she may serve as an active participant. This would include appropriate communication with these individuals (i.e., in their native language or in a manner that accounts for communication deficits they may have). All forms presented to these individuals must be in a language that is clearly understandable to them and program planning for the student must account for native language or the fact that he or she is bilingual

Protection in Evaluation

It is the responsiblity of those assessing the student's present educational levels and subsequent progress to see that evaluation procedures are as fair and as culturally unbiased as possible to conform to state and federal laws, regulations and standards.

Access to Plans

The local education agency providing direct services is responsible for retaining the IEP plan and any related documentation. The LEA is also responsible for insuring that the IEP is accessible only to the student, parent, guardian or surrogate parent or those persons directly responsible for implementing the plan. IEP plans are subject to the confidentiality regulations of the state of Pennsylvania and the LEA.

IV. PROCEDURES FOR DETERMINING EDUCATIONAL ASSIGNMENTS AND DEVELOPING IEP PLANS

Local Education Agency-Initiated IEPs

Request Permission to Evaluate a Student Who is Not Receiving a Special Education Instructional Program

When a student is thought to be exceptional, the local education agency may initiate the IEP process by referring the student for evaluation. The local education agency must seek written permission from the parent, guardian or surrogate parent and, when appropriate, the student before performing the evaluation, when the student has been individually selected as a person in need of evaluation. This permission may be sought at a meeting or by letter.

Document Needed:

Format 1
Request for Permission to Evaluate
(White Pages)

No Response

If the LEA receives no response from the parent, guardian or surrogate parent and, when appropriate, the student, the agency should follow-up by telephone contact or conference or home visit, if necessary. If follow-up procedures fail to gain a response, the LEA has two options:

1. Request a hearing to determine whether to proceed with the proposed evaluation.

2. Cancel plans to conduct the evaluation.

Disapproval

If the parent, guardian or surrogate parent and, when appropriate, the student, disapprove of the proposed evaluation, the LEA has three options:

1. Request an immediate conference to further explain the agency's concerns via telephone, home visit or at the school.

2. If the conference fails to result in permission to evaluate, the LEA has two options:

   a. Request a hearing to determine whether to proceed with the proposed evaluation.

   b. Cancel plans to conduct the evaluation.

Approval

If the parent, guardian or surrogate parent, and when appropriate, the student, approve the proposed evaluation, the LEA should complete the evaluation as planned.

Review of Evaluation Data

All evaluation data must be reviewed and interpreted by a certified school psychologist (except for speech and language-impaired), the student's present teacher and a supervisor of special education, a school administrator or other persons knowledgeable about the program and service options which may be appropriate for the student.

Student Found Not to be Exceptional

If the review and interpretation result in the conclusion that the student is not exceptional, the parent, guardian or surrogate parent and, when appropriate, the student must be notified in writing (either by mail or at a conference). This notice should inform the student, parent, guardian or surrogate parent of his or her right to:

Document Needed:

Format 3
Notification That Student
Is Not Exceptional
(Pink Pages)

1. Review all data collected on the student

2. Request a pre-hearing conference.

3. Request a hearing.

Student Found to be Exceptional

Document Needed:

Format 4
Request for Parent Participation in an IEP Planning Meeting
(Gold Page)

If the LEA determines, through the evaluation, that the student is exceptional, a request is to be sent, or given, to the parent, guardian or surrogate parent, and, when appropriate, the student to invite their participation in an IEP planning meeting, where an Individual Education Program (IEP) plan will be developed. If the student, parent, guardian or surrogate parent does not choose to participate in the planning meeting, this can be indicated by checking the appropriate box.

In addition to considering the program, the IEP planning meeting provides a forum for discussing placement and is one safeguard against inappropriate placement within the requirements of least restrictive environment.

It may be necessary to hold more than one IEP planning meeting in order to accomplish the goal of an individualized education program plan for a student.

Decision Not to Participate in IEP Planning Meeting

Documents Needed:

1. **Format 5**
   Blank IEP Plan
   (Yellow Pages)

2. **Form 6**
   Due Process Notice
   (Blue Pages)

If the student, parent, guardian or surrogate parent does not choose to participate in the IEP planning meeting(s), document all efforts made (letters, telephone calls, visits, etc.) to contact them to encourage their participation. If all efforts remain unsuccessful, the LEA will hold an IEP planning meeting(s) without them. An IEP will be developed for the student. It will be sent by certified mail or given, with the due process notice, to the parent, guardian or surrogate parent and, when appropriate, the student.

The student, parent, guardian or surrogate parent will have three options:

1. Return the due process response form (first page) of due process notice, approving placement and the program within 10 days after it is received by certified mail or within 5 days, if given to them at a meeting. The IEP plan is then implemented.

2. Return the due process response form disapproving the placement and program requesting a pre-hearing conference. This conference must then be scheduled, by the school district, within 10 days of receipt of the parent request.

3. If the student, parent, guardian or surrogate parent fails to return the due process response form within 10 days of receipt of the notice, approval is assumed and the LEA may initiate the IEP plan.

Participation in IEP Planning Meeting

Documents Needed:

1. **Format 5**
   Blank IEP Plan
   (Yellow Pages)
2. **Form 6**
   Due Process Notice
   (Blue Pages)

If the student, parent, guardian or surrogate parent indicates his/her wish to participate and does participate in the IEP planning meeting, an IEP plan is to be developed at that meeting. Every effort must be made at the meeting(s) to reach an amicable agreement on appropriate program and placement in the best interest of the student. At the end of this meeting, if a finalized IEP is written, the IEP and the due process notice can be given to the student, parent, guardian or surrogate parent.

Due Process Notice

Documents Needed:

1. **Format 5**
   Blank IEP Plan
   (Yellow Pages)

2. **Form 6**
   Due Process Notice
   (Blue Pages)

If the IEP is not finalized at the IEP planning meeting, it must be completed and sent by certified mail or given with the due process notice after the meeting(s) is held. The IEP plan serves as the documentation of the IEP planning meeting.

Approval of Placement and IEP Plan

If the student, parent, guardian or surrogate parent agrees with the educational placement and the IEP plan, he/she is to indicate that agreement, in writing, on the due process response form (first page of notice), either at the meeting or, within 10 days of receipt of the due process notice.

Request for Pre-Hearing Conference

The student, parent, guardian or surrogate parent may indicate a desire for a pre-hearing conference to resolve questions or concerns. This would constitute an additional attempt to come to agreement before going to a hearing.

No Response to Due Process Notice and IEP Plan

If the student, parent, guardian or surrogate parent does not respond within 10 days, after the notice was received (by certified mail), or 5 days (if the notice was presented at a conference), approval is assumed. The LEA may now implement the IEP.

Disapproval and Request for a Hearing

Document Needed:

Format 7
Pre-hearing Conference Response
(Green Page)

If the student, parent, guardian or surrogate parent disagrees with the educational assignment and/or the IEP plan following the pre-hearing conference, he/she may request a hearing to resolve the disagreement.

Disagreement With Hearing Results

If the student, parent, guardian or surrogate parent requests a hearing and disagrees with the results of the hearing, he/she may appeal the decision to the State Secretary of Education. The appeal procedures will be attached to the hearing decision.

Changing an IEP Plan

Documents Needed:

1. **Format 4**
   Request for Parent Participation in an IEP Planning Meeting
   (Gold Page)

2. **Format 5**
   IEP Plan
   (Yellow Pages)

3. **Form 6**
   Due Process Notice
   (Blue Pages)

When either the LEA or the student, parent, guardian or surrogate parent feels that major revisions should be made in a student's IEP plan, a meeting should be requested. Normally, major changes would include revising annual goals, adding or deleting related services, or adding or deleting major programming. (In the last case, due process procedures must be followed.) Minor revisions, such as adjusting short-term objectives, may be made by the teacher and supervisor without a meeting to insure that appropriate educational opportunities are not unduly delayed.

The IEP planning meeting(s) is to be held with all of the required participants whether or not the parent, guardian or surrogate parent and, when appropriate, the student attend. The necessary changes are to be made. A copy of the revised IEP is to be sent or given to the parent, guardian or surrogate parent and, when appropriate, the student.

If a change in placement is recommended, the due process notice is to be sent with the revised IEP by certified mail or given to the parent, guardian or surrogate parent and, when appropriate, the student. These individuals may accept the program (and placement, if a recommendation for change of placement was made), or request a pre-hearing conference. Procedures are identical to LEA-initiated IEPs from this point on.

Annual Review of IEP

At least once a year, the IEP must be reviewed. The parent, guardian or surrogate parent and, when appropriate, the student must be invited to participate in planning the student's IEP. If the IEP review follows a reevaluation, or if a new placement is described in the IEP plan, then the LEA must initiate due process procedures.

Documents Needed:

1. **Format 4**
   Request for Parent Participation in an IEP Planning Meeting
   (Gold Page)

2. **Format 5**
   IEP Plan
   (Yellow Pages)

OR

1. **Form 6**
   Due Process Notice
   (Blue Pages)

2. **Format 5**
   IEP Plan
   (Yellow Pages)

Parent-Initiated IEPs

Request for Evaluation

A request for an evaluation may come from the student, parent, guardian or surrogate parent. This may occur when the student is believed exceptional and not receiving an appropriate education. The LEA would be wise to secure written permission for the evaluation from the student, parent, guardian or surrogate parent; however, this is not required. A notice of intent to conduct an evaluation is required.

Documents Needed:

1. **Format 2**
   Notice of Intent to Conduct Evaluation
   (Purple Page)

2. **Form 8**
   Response to Parent-initiated Request for Evaluation or Due Process
   (Brown Page)

The student, parent, guardian or surrogate parent can also initiate due process procedures by submitting written evidence that the student is exceptional, and not receiving an appropriate program or is not exceptional and is classified as exceptional.

In either case, the LEA must send the Response to Parent-initiated Request for Evaluation or Due Process to the student, parent, guardian or surrogate parent confirming their request for an evaluation or their initiation of due process procedures.

Scheduling the IEP Planning Meeting

A meeting must be scheduled within 10 days from the date that the LEA receives the request.

LEA IEP Planning Meeting Preparation

The LEA shall prepare for this meeting with evidence (which may include an evaluation) of the appropriateness of the student's present placement; or, the LEA may begin to prepare for the development of an IEP, if it is felt the student is exceptional.

Review of Evaluation Data

All evaluation data must be reviewed and interpreted by a certified public school psychologist (except for students identified as speech and language-impaired), the student's present teacher and a supervisor of special education, a school administrator or other person knowledgeable about the program and service options which may be appropriate for the student.

IEP Planning Meeting

At the meeting, every effort must be made to reach an amicable agreement on appropriate program and placement in the best interest of the student.

Student Found Not to be Exceptional

Document Needed:

Format 3
Notification That Student Is Not Exceptional
(Pink Pages)

If the review and interpretation of evaluation results in the conclusion that the student is not exceptional, the parent, guardian or surrogate parent and, when appropriate, the student must be notified, in writing (either by mail or at a meeting). This notice should inform the student, parent, guardian or surrogate parent of his/her right to:

1. Review all data collected on the student.

2. Request a pre-hearing conference.

3. Request a hearing.

Student Found to be Exceptional

At the end of the IEP planning meeting, if the student is found to be exceptional, an IEP and the due process notice must be given or sent to the student, parent, guardian or surrogate parent. At this time, these individuals may accept the program and the placement, or request a pre-hearing conference. Procedures are identical to LEA-initiated IEPs from this point on.

V. FORMS AND FORMATS

1.	Request for Permission to Evaluate (Format)	(White Pages)
2.	Notice of Intent to Conduct Evaluation (requested by parents) or Reevaluation (initiated by LEA every 2 years) (Format)	(Purple Page)
3.	Notification That the Student is Not Exceptional (Format)	(Pink Page)
4.	Request for Parent Participation in an IEP Planning Meeting (Format)	(Gold Page)
5.	IEP Plan (Format)	(Yellow Pages)
6.	Due Process Notice (Notice of Recommended Assignment) (Form)	(Blue Pages)
7.	Pre-hearing Conference Response (Format)	(Green Page)
8.	Response to Parent-initiated Request for Evaluation or Due Process Notice (Form)	(Brown Page)

We suggest that LEAs use their own letterheads to prepare these letters. The content of each must be included but the LEA may design its own format. The blue due process form and the brown response to parent-initiated request for evaluation or due process must be used in the form given here. Color coding is used in these guidelines for the convenience of the reader. These forms and formats do not have to be reproduced on colored paper.

FORMAT 1

REQUEST FOR PERMISSION TO EVALUATE

In this letter, a listing of the types of tests and evaluation procedures, rather than the name of specific tests will give the student, parent, guardian or surrogate parent better information about the purposes of the proposed testing, and should enable evaluators to select specific tests in light of the student's performances on earlier tests and other information.

In the section headed Type of Test/Procedures, specify the primary intent of each part of the planned evaluation (e.g., measures of general intellectual functioning; measures of reading comprehension and word recognition; measures of general self-care skills) and the dates for which such evaluation is planned. If this letter is mailed, a stamped return envelope, addressed to the responsible school official, should be included.

REQUEST FOR PERMISSION TO EVALUATE

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation (if the letter is typed on letterhead paper, this block may not be necessary).

_____
Date

Dear _____:
Complete name of student, parent, guardian or surrogate parent

_____ would like to provide an evaluation for
School District

_____ to assure that he/she has an appropriate education program.
Student's complete name

The student has been referred for evaluation for the following reasons: _____

_____

Our plan for evaluation includes:

Type of Test/Procedure	**Proposed Date of Evaluation**
_____	_____
_____	_____
_____	_____

You have the right to see and study all the information in the student's school record. Since all of your questions may not be answered by reviewing these records, you may also wish to meet with the evaluator(s) to discuss the recommended referral and/or the evaluation procedures. To obtain the student's records or to arrange a conference, you may call _____
Specify staff member, phone number and hours during the day when he/she can be reached

If this evaluation shows that the student is eligible for special education programs and services, we will ask for your assistance in preparing an individualized education program.

You may already have enough information to reach a decision about the evaluation without reviewing the student's records or requesting a conference. If this is the case, please indicate your decision by signing in the appropriate space below.

If you agree to an evaluation as outlined above, please sign here:

_____

Signature of student, parent, guardian or surrogate parent

_____

Date

_____

Signature of parent, guardian or surrogate parent

_____

Date

If you do NOT agree to an evaluation, as outlined above, at this time, please sign here. We will contact you to arrange a personal conference as soon as possible. You also have the right to request a hearing concerning this proposed evaluation.

_____

Signature of student, parent, guardian or surrogate parent

_____

Date

_____

Signature of parent, guardian or surrogate parent

_____

Date

Please return this letter in the enclosed envelope within 10 days of receipt. Thank you for your cooperation.

FORMAT 2

NOTICE OF INTENT TO CONDUCT EVALUATION (AT REQUEST OF PARENTS) OR REEVALUATION (INITIATED BY THE LEA, AT LEAST EVERY 2 YEARS)

This letter can be used to serve 3 purposes:

1. When parents request that an evaluation be conducted, the school district must inform the parents that the evaluation will take place. The district would put a check in the appropriate box to indicate this.

2. If parents initiate due process procedures by submitting written evidence that the student is exceptional, the LEA may wish to conduct an evaluation. The LEA must inform the parents of intent to conduct an evaluation.

3. Reevaluation of each exceptional student is required every 2 years in Pennsylvania. Permission to conduct the reevaluation is not necessary. However, it is necessary to inform the parent, guardian or surrogate parent, and when appropriate, the student, in writing, that the reevaluation will take place. This letter will serve this purpose.

NOTICE OF INTENT TO CONDUCT EVALUATION (AT REQUEST OF PARENTS) OR REEVALUATION (INITIATED BY THE LEA, AT LEAST EVERY 2 YEARS)

Address block giving the name and address of the student, parent, guardian or surrogate parent.

Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation (if the letter is typed on letterhead paper, this block may not be necessary).

_____
Date

Dear _____:
Complete name of student, parent, guardian or surrogate parent

_____
School District

☐ will provide an evaluation; or ☐ will provide a reevaluation

for _____ to assure that he/she has an appropriate
Student's complete name

education program.

The student will have the evaluation or reevaluation for the following reasons: _____

_____

_____

Our plan for evaluation includes:

Type of Test/Procedure	**Proposed Date of Evaluation**
_____	_____
_____	_____
_____	_____

You have the right to see and study all the information in the student's school record. Since all of your questions may not be answered by reviewing these records, you may also wish to meet with the evaluator(s) to discuss the evaluation procedures. To obtain the student's records or to arrange a conference, you may call

_____
Specify staff member, phone number and hours during the day when he/she can be reached.

If this evaluation shows that the student is eligible for special education programs and services, we will ask for your assistance in preparing an individualized education program.

Sincerely,

_____
School District Superintendent

FORMAT 3

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

Notification That Student Is Not Exceptional

NOTIFICATION THAT STUDENT IS NOT EXCEPTIONAL

Address block giving the name and address of the student, parent, guardian or surrogate parent.

Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation (if the letter is typed on letterhead, this block may not be necessary).

_____
Date

Dear _____:
Complete name of student, parent, guardian or surrogate parent

_____ has provided an evaluation for
School District

_____ to assure that he/she has an appropriate

educational program.

Review of the evaluation results indicate that _____
Student's Complete Name
is not an exceptional student and is not in need of special programs and services.

You have the right to review all data collected on this student. You may request a conference to discuss the evaluation findings and the student's program needs. If, after the conference, you are not satisfied with the results, and you still feel that the student is exceptional, you will be given the opportunity to request a hearing.

To obtain the student's records, or to arrange a conference, you may call:

_____
Specify staff member, phone number and hours during the day when he/she can be reached.

_____
Signature of Superintendent

FORMAT 4

REQUEST FOR PARENT PARTICIPATION IN AN IEP PLANNING MEETING

Directions

The student, parent, guardian or surrogate parent is invited, in this letter, to participate in IEP plan development or revision. The recipient is to indicate his/her desire to participate by signing and returning the enclosed form. Local education agencies should enclose a stamped return envelope addressed to the responsible school official.

REQUEST FOR PARENT PARTICIPATION IN AN IEP PLANNING MEETING

Address block giving the name and address of the student, parent, guardian or surrogate parent.

Address block identifying the name, title, school and school address of the school official sending this letter (if the letter is typed on letterhead, this block may not be necessary).

_____
Date

Dear _____:
Student, parent, guardian or surrogate parent

We wish to plan an initial or make major revisions in _____
Student's Complete Name

individualized education program plan and encourage you to join with educational personnel in a meeting for this purpose. Your participation is desired so that you may be fully informed concerning program and/or placement revisions we feel may be necessary.

You, as the student, parent, guardian or surrogate parent, may decide not to participate in revising this plan at this time by signing below. If you do not respond to this letter within 10 days, we will hold an IEP planning meeting in your absence. A copy of the IEP will be sent to you.

_____
Individualized Education Program Planner

☐ I would like to participate in planning or revising the student's individualized education program. I can be reached at the following telephone number:

Phone Number: _____

Time of Day: _____

Phone Number: _____

Time of Day: _____

Or at the following address:

_____

_____

_____

☐ I do not desire to participate in the planning or revising of the student's individualized education program.

_____ _____
Date *Signature of student, parent, guardian or surrogate parent*

_____ _____
Date *Signature of student, parent, guardian or surrogate parent*

FORMAT 5

IEP PLAN

Directions

1. Provide indicated identification information at the top of the first page.

2. Indicate the student's primary assignment(s) (e.g., regular education, learning disabled resource room, etc.). *Speech and/or language (corrective or remedial), hearing and vision, whether full-time or itinerant, are considered primary placements in Pennsylvania.* It is also possible that a student may have both a regular education and special education placement (e.g., regular education with part-time resource room assistance). Thus, a particular student may conceivably have more than one major educational assignment. Indicate the date that services are to be or have been initiated, the expected duration of these services and the special media or materials not normally found in regular education (such as braille materials).

3. In the area designated Extent to which the Child will Participate in Regular Education, indicate in a short statement why the listed primary placement(s) is necessary.

4. List the additional services that the student will receive including but not limited to: physical therapy, occupational therapy, medical diagnostic services and transportation, recreation, early identification and assessment of disabilities in children, counseling services, school health services, social work services in schools and parent counseling and training. Indicate the date that services are to be or have been initiated, the expected duration of these services, and the media or materials not normally found in regular education.

5. List the names of those persons participating in the IEP meeting.

6. List the date or dates on which the student's individualized education program will be reviewed (not more than one year from the present date).

7. Name the person who will be responsible for the maintenance and implementation of the individualized education program plan. (Usually the program supervisor).

On the second page (add extra pages as necessary), describe the student's present educational levels in appropriate curricular areas.

On the third page (add extra sheets for each annual goal):

1. Identify the instructional area.

2. Write the annual goal for the instructional area.

3. In column 1, list the short-term objectives that will be used in pursuing the goal.

4. In column 2, *if desired,* list the instructional methods, media and materials that will be used.

5. In column 3, list the materials, tests and/or evaluation procedures to be used in judging mastery of the objectives.

6. List the criteria for successful mastery of the objectives.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: _____ **Grade/Program:** _____

Birth Date: _____ **Teacher(s):** _____

Present Date: _____ **School:** _____

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials

Extent to which the child will Participate in Regular Education

_____

_____

_____

Services:

IEP Planning Meeting Participants: **Name**

*Local Education Agency Representative: _____
*Parent, Guardian or Surrogate Parent: _____
Student: _____
*Teacher(s): _____
**Evaluator(s): _____
Other(s): _____
_____
_____
_____

Dates for review and/or revision of the Individualized Education Program Plan: _____

Person responsible for the maintenance and implementation of the IEP plan: _____

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.
**Must attend if the student is newly identified as exceptional.

PRESENT EDUCATION LEVELS

DIRECTIONS: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

Academic Achievement	Pre-Vocational Skills
Emotional Maturity	Vocational Skills
Self-Help Skills	Psychomotor Skills
Social Adaptation	Other:

Instructional Area:

Annual Goal:

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE

FORM 6

DUE PROCESS NOTICE
(NOTICE OF RECOMMENDED ASSIGNMENT)

Directions

Students, parents, guardians or surrogate parents are to indicate on the first page, if they desire a pre-hearing conference. On the second page, the educational environment recommended for the student is to be indicated. The rights of the parent, guardian or surrogate parent and student are described on the second, third and fourth pages.

The information on these pages has been compiled from Pennsylvania State Board Regulations. The last page provides information to help students, parents, guardians or surrogate parents seek legal assistance or services from mental health and mental retardation centers, as well as other agencies.

This notice will always be accompanied by an IEP plan. Local educational agencies should enclose a stamped return envelope addressed to the responsible school official when mailing the due process notice and IEP plan. If the notice and IEP plan are sent to the student, parent, guardian or surrogate parent, they should be mailed via certified mail.

Local educational agencies may include a cover letter for the due process notice and IEP plan. This letter should tell parents which part of the due process notice is to be returned and indicate that the recommended placement is shown on the IEP.

DUE PROCESS NOTICE
(NOTICE OF RECOMMENDED ASSIGNMENT)

Name and Address of Parent/Guardian,
Student or Surrogate Parent:

_____
Date

_____

_____

_____

Dear _____:

This is your notice of the recommended educational program and placement for

_____
Name of Student and Present Educational Status

If you approve this recommendation, sign and indicate this below.

An Individualized Education Program has been developed for this student. A copy of this program is attached.

Before this recommendation is implemented, you have the right to request a pre-hearing conference to discuss, with school personnel, the recommended educational program and placement. If you disagree with the outcome of this conference, you may request a formal hearing to contest the implementation of the recommendation.

If you wish to participate in a pre-hearing conference, sign and indicate this below; then return this page to the address below within 10 days if you received the notice by certified mail, or within 5 days if the notice was given to you in person.

If you do not return this page within the time specified above, it will indicate you approve the recommendation and you do not wish to request a hearing at this time.

For further information contact: _____

_____

_____
Local School District and Responsible Official

_____
Signature of School District Superintendent

☐ I approve the recommended placement and program and do not wish to request a pre-hearing conference or a hearing.

☐ I do not approve the recommended placement and program. I request a pre-hearing conference.

_____ _____
Date *Signature of Parent/Guardian, Student or Surrogate Parent*

_____ _____
Date *Signature of Parent/Guardian*

Following is the recommended educational assignment for the student:

☐ 1. Regular class (24 Purdon's Statutes §5-501)

☐ 2. Regular class in a regular school with supporting services (24 Purdon's Statutes §13-1372(2))

☐ 3. A school district special education program in a regular school (24 Purdon's Statutes §13-1372(3))

☐ 4. A school district special education program in a special facility (24 Purdon's Statutes §13-1372(3))

☐ 5. An intermediate unit program in a regular school (24 Purdon's Statutes §13-1372(4))

☐ 6. An intermediate unit program in a special facility (24 Purdon's Statutes §13-1372(4))

☐ 7. An approved private school program (24 Purdon's Statutes §13-1372)

☐ 8. A state school program (24 Purdon's Statutes §13-1372(5))

☐ 9. An approved out-of-state program (24 Purdon's Statutes §13-1372(5))

☐ 10. An intermediate unit program of instruction in the home (24 Purdon's Statutes §13-1372(3))

☐ 11. Other. Specify: _____

Educational assignments 2–10 are listed in priority order for handicapped school-aged persons. This priority order shall be followed for the handicapped, except where deviation meets the needs of the student or the purpose of the regulations (22 Pa. Code 13.11(D)).

Educational assignments 2–6 above are listed in priority order for gifted and talented school-aged persons.

If the student is mentally disabled, mentally retarded or emotionally disturbed, he/she is entitled, under the Pennsylvania Mental Health and Mental Retardation Act of 1966 and the Pennsylvania Mental Health Procedures Act of 1976, to the services of a local MH-MR center (name and address on page 4) for an independent medical, psychological and educational evaluation.

At any time you have the right to be represented by the person of your choice and to obtain an independent evaluation.

At any time you will be given reasonable access to all school district or intermediate unit records concerning the student, including all test results or reports upon which the recommendation may be based. This will be in accord with the Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records under 22 Pa. Code §12.33.

BEFORE THE RECOMMENDATION IS IMPLEMENTED, you have the right to request a PRE-HEARING CONFERENCE. Following the PRE-HEARING CONFERENCE, you have the right to request a HEARING before a designee of the Secretary of Education.

I. PRE-HEARING CONFERENCE

If you request a PRE-HEARING CONFERENCE, these procedures will be followed:

1. The PRE-HEARING CONFERENCE will be scheduled within 10 days from the date the school received your request.

2. You may request from the school district or intermediate unit a copy of the complete evaluation or re-evaluation of the student. Such evaluation will be completed prior to the PRE-HEARING CONFERENCE.

3. The chief school administrator or designee will chair the conference.

4. The PRE-HEARING CONFERENCE will include but not be limited to: the parent, guardian or surrogate parent; a supervisor of special education; the student, if appropriate; and if possible, the evaluator(s) and the guidance counselor. Any person the parent wishes to invite may attend. The parent may request that the conference be closed to the public.

5. The school district and/or intermediate unit personnel will provide written evidence to support the appropriateness of the student's program. You may present records or reports, not previously available to the district or intermediate unit, which you feel will be helpful in determining the appropriateness of the recommended assignment.

6. You may be accompanied by any person of your choice, including legal counsel, whom you wish to either advise or represent you at the conference.

7. At the PRE-HEARING CONFERENCE, every attempt will be made to reach an agreement on an appropriate placement and program. The purpose of the conference is to foster discussion and not confrontation.

FOLLOWING THE PRE-HEARING CONFERENCE, YOU WILL BE GIVEN DOCUMENTATION OF THE CONFERENCE AND THE OPPORTUNITY TO REQUEST A HEARING.

II. HEARING

If you request a HEARING, these procedures will be followed:

1. The school district will forward your request to the Department of Education within 10 days from the date the district receives your request.

2. The HEARING will be conducted by an impartial hearing officer who is a designee of the Secretary of Education.

3. The HEARING will be held no sooner than 15 days nor later than 30 days from the date your hearing request is received by the Department of Education.

4. The HEARING will be held in your local school district or intermediate unit and may be held in the evening, if you wish.

5. It will be an oral, personal HEARING, and it will be closed and private unless you specifically request an open HEARING.

6. You may be represented by any person of your choice, including legal counsel.

7. You have the right to present evidence, including expert medical, psychological and educational testimony. Any evidence which you present is to be disclosed to the school district/intermediate unit at least 5 days before the hearing.

8. You have the right to compel the attendance of any school official, employe or agent of a school district, intermediate unit or the Department of Education who may have evidence directly relevant to the recommended assignment and to confront and to pose questions to any witness at the HEARING.

9. Any evidence which the school district/intermediate unit presents is to be disclosed to you at least 5 days before the HEARING.

10. A transcript of the HEARING will be made; a copy will be at the school district or intermediate unit office. You may review this copy, or, at the close of the HEARING, you may request your own copy free of charge.

11. The decision of the hearing officer will be based solely on the evidence presented at the HEARING. The hearing officer will decide whether the recommended assignment is appropriate. If the hearing officer decides that the assignment is inadequate or inappropriate for your child and if the hearing officer feels that there is substantial evidence to show that your child is in need of special education, he may recommend an alternate type of special education for your child or he may recommend modifications in the school district/intermediate unit proposed program. After the hearing officer's decision is rendered, it shall be the school district's responsibility to implement the decision.

12. The decision will be made within 20 days of the HEARING. It will be in writing, and will contain findings of fact and conclusions of law. The decision will be sent to you by certified mail.

13. Within 10 days of the date you receive the decision, the school district will contact you to schedule a conference to develop an Individualized Education Program.

14. No change will be made in the student's educational assignment until a decision has been rendered by the hearing officer.

15. You may appeal the decision of the hearing officer to the Secretary of Education who will review your objections to the hearing officer's decision. The appeal procedures will be attached to your copy of the decision. The decision of the Secretary of Education on your objections may in turn be appealed to Pennsylvania Commonwealth Court, or pursuant to 20 U.S.C. §1401 *et. seq.*, to Federal district court.

The local Mental Health and Mental Retardation Base Service Unit is:

_____

_____ PHONE: _____

The Pennsylvania Association for Retarded Citizens may assist you concerning the hearing. The PARC chapter nearest to you is:

_____

_____ PHONE: _____

If you wish to be represented by a lawyer, but are unable to afford one, free legal services may be available to you from:

_____

_____ PHONE: _____

The following agencies may also assist you:

(NOTE: Appropriate list of agencies with address, phone number and the type of student served to be provided by each intermediate unit.)

_____

_____ PHONE: _____

_____

_____ PHONE: _____

_____

_____ PHONE: _____

FORMAT 7

PRE-HEARING CONFERENCE RESPONSE

Directions

If the parents and school district have been unsuccessful in reaching agreement concerning the student's program and placement at an IEP planning meeting they may request a pre-hearing conference. The pre-hearing response format is to be used at the termination of this second conference. Parents are to indicate whether they approve of the program and placement or whether they disapprove and wish to request a hearing.

PRE-HEARING CONFERENCE RESPONSE FORM

_____
Date

I. PARTICIPANTS AND CONTENT OF CONFERENCE

The following persons have participated in the educational PRE-HEARING CONFERENCE (list names and positions of each person who participated in the conference):

Following are the issues which were resolved/not resolved at the PRE-HEARING CONFERENCE:

II. INSTRUCTIONS

If you approve of the educational placement and program recommended for the student, please check the space provided for approval and sign your name. If revisions were made in the recommended assignment and program as a result of the conference, you will receive a written notice describing the revisions.

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, and you wish to request a hearing to resolve any differences, check the space provided for disapproval and sign your name. To request a hearing, send in your request within 10 days of the date your received this notice.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 10 days of the date of the PRE-HEARING CONFERENCE, it will indicate that you approve the educational placement and program that was discussed at the conference and any revisions which you received. No response also indicates that you waive the right to a hearing at this time.

III. RESPONSE

Please check one and sign.

☐ I approve of the educational placement and program which is recommended.

☐ I do not approve of the educational placement and program which is recommended. I therefore request a hearing.

_____ _____
Date *Signature of Student, Parent/Guardian or Surrogate Parent*

_____ _____
Date *Signature of Parent/Guardian*

IV. OPEN OR CLOSED HEARINGS

If you requested a hearing, you have the right to decide whether it will be open to the public or closed and private.

If the hearing is closed and private, then only you, the student (if appropriate), your representative(s), school officials, other witnesses, the hearing officer and the recorder will be present. When a hearing decision is made, it will only be released in an identifiable form to you and to those persons who must implement it. If you choose to have a closed hearing, you may, nevertheless, designate friends or observers whom you wish to be allowed to remain present.

If the hearing is open to the public, anyone may attend it. When a hearing decision is made, it may be released with the student's name and will be available to interested persons. The transcript, letters, documents, reports, test results and other material from the hearing will not be released to the public beyond the extent to which they appear in the decision.

Please check one and sign.

☐ I wish this student's hearing to be open to the public.

☐ I wish this student's hearing to be closed and private.

_____ _____

Date *Signature of Student, Parent/Guardian or Surrogate Parent*

_____ _____

Date *Signature of Parent/Guardian*

NOTE: Unless you indicate otherwise, the hearing will be a closed hearing.

FORM 8

RESPONSE TO PARENT-INITIATED REQUEST FOR EVALUATION OR DUE PROCESS

The student, parent, guardian or surrogate parent may initiate due process procedures by requesting, in writing, an evaluation of the student.

OR

The student, parent, guardian or surrogate parent may initiate due process procedures by submitting written evidence to the school district that supports the contention that the student is exceptional and is not receiving an appropriate educational program or that is not exceptional and is classified as exceptional.

In either event the following letter is to be sent to the parent, guardian or surrogate parent and, when appropriate, the student. This letter is not to be altered but sent in this form.

RESPONSE TO PARENT-INITIATED REQUEST FOR EVALUATION OR DUE PROCESS

Address block giving the name and address of the student, parent, guardian or surrogate parent.

Address block identifying the name, title, school and school address of the school official sending this letter (if the letter is typed on letterhead paper, this block may not be necessary).

_____
Date

Dear _____:
Student, parent, guardian or surrogate parent

This letter confirms that you are requesting an evaluation or initiating due process procedures concerning the educational placement and prcgram for _____.
Name of Student and Present Educational Program

The school district will prepare written evidence concerning the appropriateness of the student's educational program. This material will be available to you or your representative. A meeting will be scheduled to discuss your concerns.

Should the school district feel it necessary to conduct an evaluation prior to this meeting, you will be notified. If you have had an outside evaluation completed, please bring the information to the meeting.

If the meeting results in recommended revisions to the student's educational placement and program, you will be notified of the revisions. Following the meeting, you will be given the opportunity to request a hearing.

Sincerely,

_____
Signature of School District Superintendent

APPENDIX A

Sample IEP Plans

Sample 1 - Regular Placement with Resource Room Assistance - Learning Disabled

Sample 2 - Self-Contained Class for Multiple Handicapped

Sample 3 - Regular Placement with Itinerant Assistance - Speech

Sample 4 - Self-Contained Class for Hearing Impaired

Sample 5 - Regular Placement with Itinerant Assistance - Visually Handicapped

Sample 6 - Regular Placement with Resource Room Assistance - Gifted

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Rachel Lawrence **Grade/Program:** Grade 4

Birth Date: October 5, 1967 **Teacher(s):** Mrs. Matson

Present Date: February 1, 1977 **School:** Hope Elementary School

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Regular Education 4th Grade and resource room attendance (3 times per week, 50 min. each time.) Physical Education	4-15-77	Until June, 1978	Talking books, tape recorder

Extent to which the child will Participate in Regular Education

Rachel is working easily in all areas of the 4th grade, both socially and academically, except for her deficits in reading. The resource room, through on-going diagnostic-prescriptive procedures, will attempt to strengthen her reading skills sufficiently to enable her to remain in the regular class environment at least 50% of the time.

Services:

Bus Transportation	4-15-77	on-going	

IEP Planning Meeting Participants:

	Name
*Local Education Agency Representative:	Mr. Donald Klein
*Parent, Guardian or Surrogate Parent:	Mrs. Kathleen Lawrence
Student:	
*Teacher(s):	Mrs. Gray
**Evaluator(s):	Mr. Robert Smith
Other(s):	

Dates for review and/or revision of the Individualized Education Program Plan: January 31, 1978

Person responsible for the maintenance and implementation of the IEP plan: Building Principal – Mr. Bell

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Academic Achievement:

GENERAL ACHIEVEMENT TESTING:

Stanford Achievement Test

Word Meaning	2.1
Paragraph Meaning	2.4
Spelling	1.4
Word Study Skills	2.2
Arithmetic Computation Skills	4.6
Arithmetic Concepts	4.9
Social Studies	2.8
Science	2.9

READING AND LANGUAGE ARTS:

Daniel's Word Recognition List

Level	Untimed	Timed
PP	100%	100%
P	90%	95%
1	80%	90%
2	75%	75%
3	60%	65%

Houghton Mifflin Pupil Placement Inventory (Informal Reading Inventory)

Level	Oral	Silent	Average	Word Recognition in context
PP	100%	100%	100%	100%
1	100%	100%	100%	99%
2	90%	100%	95%	95%
3	75%	75%	75%	89%

Hearing Comprehension

4	85%
5	75%
6	70%

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Botel Spelling Inventory

Level	Score
PP	85%
P	80%
1	75%
2	60%

Results of the Stanford Achievement Test indicated that Rachel is having no difficulties in math. Indeed, an informal math inventory revealed that Rachel had mastered the basic math computation skills. It was quite apparent, however, that word problems were very difficult for her. This was not because of the mathematical reasoning or computation skills required but because she was not able to read the words of the problem. Once they were read to her she could complete the problems with ease. The same thing occurred when the social studies and science sections of the Stanford Achievement Test were read to Rachel. Her scores went up to 5.2 in Social Studies and 5.8 in Science. The low scores in Word Meaning, Paragraph Meaning and Spelling, and Word Study Skills further demonstrated that Rachel's academic problems were primarily due to a reading problem. Additional testing was completed with the following results.

Rachel's reading evaluation indicates a youngster whose primary difficulty is in word recognition. Her sight vocabulary, her word analysis skills and her word recognition in context skills are all adequate at a 2nd reader level. Her comprehension, despite the difficulties she has reading words, is adequate at the 3rd reader level. In addition, when information is read to her (hearing comprehension), she is able to comprehend material as high as the 5th reader level.

An Informal Writing Sample revealed that Rachel has an excellent background of information to draw upon, good sentence structure, and imaginative writing, all of which are severely hampered by her difficulty in spelling (which is only adequate at a first reader level). In analyzing the errors in spelling and word recognition, the following strengths and weaknesses were revealed. Rachel knows all the consonants in both their initial and final positions. She is well aware of long vowels, but has difficulty with short vowels (hād/hăd). Consonant blends consisting of 2 letters present no problem to her no matter where they are located in a word. However, 3 letter blends (spr/str, etc.) are difficult for her. Rachel understands that a final silent "e" at the end of a word will make the vowel long and knows how to pronounce long vowels. However, the open syllable ("me") and the closed syllable ("met") concepts are not known to her, which further complicates her problems with short vowels. Of course, words with unusual spellings and words that do not follow any rules are quite confusing to her.

Results from some of the sub-tests on the Detroit Test of Learning Aptitude and the Gates Associative Learning Battery, indicate that Rachel has no difficulty making the associations necessary for word learning. In addition, she learns more easily when words are presented to her through more than one sensory channel (visual, auditory, and kinesthetic).

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will increase sight vocabulary.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will pronounce words containing open syllables.	1. As often as possible Rachel should be provided with the opportunity to learn words by seeing them, hearing them and by writing them all at the same time. This can be accomplished by having Rachel say the word she is learning to read, write and say its parts and say the word again after she has written it. (Visual, Auditory, Kinesthetic technique to word learning as developed by Grace Fernald).	1. Given 20 words (10 of which will be open syllables like "me", "I", "go", etc.) Rachel will select and write down the words that demonstrate the open syllable concept; will mark the vowel to indicate that it is pronounced with a long vowel sound and will pronounce the words to the teacher.	1. 90% accuracy on each task.
2. Rachel will pronounce words containing closed syllables.		2. Same as #1, except that closed syllables will be used, selected, written, etc.	2. 90% accuracy on each task.
3. Rachel will pronounce words containing 3 letter consonant blends (spr, str, etc.) in the initial position.		3. Given a list of 20 words, Rachel will underline all the triple letter consonant blends and say the words containing these blends to the teacher.	3. 90% accuracy.

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will be able to spell words she is currently learning to read.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will spell words containing: a. open syllables b. closed syllables c. 3 letter consonant blends		1. Given weekly tests in which 5 words are dictated, Rachel will write the words. At the end of each month, she will be given 20 words to write.	1. 80% accuracy on 6 of the monthly tests.
2. Rachel will spell words of her own choosing that do not follow any phonic or spelling principles.		2. The above weekly test will contain 2 additional words of Rachel's choosing. Rachel will write these 2 variant spelling words at the end of each weekly list. At the end of each month, Rachel will be asked to spell five of these words on the monthly spelling test.	2. 80% accuracy on 6 of the monthly tests.

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will read 2 to 3 sentence math word problems in the regular 4th grade class.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will identify basic sight vocabulary used in beginning word problems.	1. Words selected from the math text book used by Rachel's 4th grade class.	1. Given a list of 25 commonly used words in beginning math word problems, Rachel will read these words orally.	1. 75% accuracy.
2. Rachel will read 2 sentence word problems.		2. Rachel will read 10 math word problems, 2 sentences in length.	2. 95% of the words contained in the problems are to be read accurately.
3. Rachel will read 3 sentence word problems.		3. Rachel will read 10 math word problems, 3 sentences in length.	3. 95% of the words contained in the problems are to be read accurately.

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will explain social studies concepts dealing with understanding the Pilgrims in America. These are the same concepts as those to be learned by her peers in the regular 4th grade class.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will explain: a. Why the Pilgrims came to America. b. What problems they encountered getting here. c. What problems they had establishing themselves in the various colonies. d. How problems were solved in each of the colonies.	1. The following choices of methods and materials are to be used to accomplish this goal: a. Teacher prepared materials on the same topics as her peers but adapted for Rachel's use. b. Easier textbooks and other commercially prepared materials using an easier text, but on the same topics. c. Talking books. d. Taping the appropriate sections of the regular 4th grade social studies text book for Rachel to listen to in order to obtain the necessary information. (Rachel can comprehend material read to her as high as a 5th reader level.)	1. Rachel can take the same tests the other children take except that they must be: a. Read to her; or, b. Put on tape for her; or c. Written on an easier level for her.	1. The criteria can be the same for the rest of the children, provided that she: a. Tell her responses to the teacher; or b. Tape her responses on the tape recorder; or c. Write her responses, given additional time to do so. (Spelling is not to be counted.)

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Instructional Area: Reading and Language Arts

Annual Goal: Rachel will observe and record data as related to the scientific method.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will read words in the science experiments.	1. SAPA - Modules # 33, 40, 46	1. Given a list of 25 words used in the science experiments Rachel will be required to do, Rachel will read these words orally.	1. 75% accuracy.
2. Rachel will record the data she observes.	2. SAPA - Modules # 33, 40, 46	2. Using correct spelling, Rachel will record the data she observes.	2. 75% accuracy.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Sue Ellen Marks **Grade/Program:** Multiple Handicapped (I.U.)

Birth Date: May 31, 1969 **Teacher(s):** Joseph Beam

Present Date: October 27, 1977 **School:** Bicentennial School

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Intermediate Unit Self-contained Class for Multiple Handicapped Consultative	11-15-77	on-going-subject to re-evaluation.	School environment must accomodate students with mobility handicaps (ramps, walking bars, modified tables).
Speech Services			
Physical Education	11-15-77	on-going	

Extent to which the child will Participate in Regular Education

Sue Ellen functions in the range of the severely and profoundly impaired and has physical handicaps.

Services:

Bus Transportation	11-15-77	on-going	Vehicle must accomodate wheelchair.
Physical Therapy	11-15-77	on-going	

IEP Planning Meeting Participants:

	Name
*Local Education Agency Representative:	Mrs. Susan Rhodes
*Parent, Guardian or Surrogate Parent:	Mrs. Ellen Marks
Student:	
*Teacher(s):	Mrs. Haines
**Evaluator(s):	
Other(s):	

Dates for review and/or revision of the Individualized Education Program Plan: October 1, 1978

Person responsible for the maintenance and implementation of the IEP plan: I.U. Supervisor of Multiple Handicapped: Bill Wilson

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Self-Help Skills:

DRESSING: Sue Ellen needs physical aid and prompting in attempting to take off and put on her coat, and front opening shirt or blouse. She is not able to perform any of the tasks involved independently. Sue Ellen is able to pull elasticized pants down to the thighs when given verbal prompts.

Psychomotor Skills:

GROSS MOTOR: (Physical Therapy): Sue Ellen is able to sit unaided and can crawl using her hands and feet. On occasion, she has been able to pull herself to a standing position and remain, with support, for up to three minutes.

FINE MOTOR: Sue Ellen is able to use her hands in a coordinated manner, can perform a pincer grasp and demonstrates eye-hand coordination while using grasp movements. She cannot trace shapes made with a magic marker without physical prompts. She traced within horizontal and vertical 1" paths, dot to dot, on one out of 5 trials without physical prompts. When tracing cut-out stencils, she could not perform the task with one continuous motion and made many extraneous lines across the middle of the shape.

Communication Skills:

RECEPTIVE LANGUAGE: Sue Ellen attends to verbal stimuli. She has a receptive language age of 2 years, 4 months. She can carry out a two-step oral commission with real objects. Sue Ellen demonstrated a knowledge of 12 out of 27 pairs of adjectives or relationship concepts.

EXPRESSIVE LANGUAGE: Sue Ellen is able to imitate, in isolation, all consonant and vowel sounds except "th". She named 9 out of 10 common objects in the Emerging Language Program (ball, car, doll, dog, cat, truck, airplane, boy, girl, cow). Imitative responses to the question "What is this?" consisted of the pivot plus noun (i.e. a ball, big car). She uses 1 and 2 word phrases in spontaneous speech.

Academic Achievement:

READINESS (Quantities): Sue Ellen is able to give the trainer 1 or 2 objects on verbal command.

Adaptive Physical Education:

Since Sue Ellen is receiving physical therapy, the adaptive physical education teacher decided to prepare Sue Ellen for recreational and leisure time activities. Taking advantage of the fact that Sue Ellen can sit unaided, is able to use her hands in a coordinated manner, can perform a pincer grasp, has demonstrated eye-hand coordination --- while using grasp movements, it was decided that she is a good candidate to begin learning necessary skills for wheelchair basketball.

Instructional Area: **Self-Help Skills: Dressing**

Annual Goal: **Sue Ellen will take off and put on a coat or front opening shirt or blouse without assistance.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will independently complete all tasks necessary to put on front opening clothing.	1. Article of clothing Mirror	1. Performance on specific tasks: child must independently: a) Put right arm in right sleeve b) Put left arm in left sleeve c) Adjust clothing to fit around neck and shoulders d) Fasten clothing	1. When given the clothing and told to put it on, the child will complete the activity with no assistance or prompting in three out of three trials.
2. Sue Ellen will independently complete all tasks necessary to remove front opening clothing.	2. Article of clothing Mirror	2. Performance on specific tasks: a) Unfasten clothing b) Pull clothing off shoulder c) Remove first arm from first sleeve d) Remove second arm from second sleeve	2. When told to take off the article of clothing, the child will complete the activity with no assistance or prompting in three out of three trials.

Instructional Area: **Psychomotor Skills: Gross Motor (Physical Therapy)**

Annual Goal: **Sue Ellen will walk using an alternate gait with assistance.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will be able to stand independently at the rail.		1. Performance on task	1. Child will stand unassisted for three minutes on three consecutive trials.
2. Sue Ellen will be able to lift one foot and support full weight on the other foot when standing at rail.		2. Performance on task	2. Child will be able to support full weight on one foot (right or left) for 15 seconds on three consecutive trials.
3. When standing at the rail, Sue Ellen will be able to side-step to both sides.		3. Performance on task	3. Child will demonstrate side-step to left and to right on three out of three trials.
4. With hands held, Sue Ellen will be able to reciprocally lift foot foot and support weight on other.		4. Performance on task	4. Child will demonstrate reciprocal balance and weight support for 30 seconds on three out of three consecutive trials.

Instructional Area: **Psychomotor Skills: Fine Motor**

Annual Goal: **Sue Ellen will acquire pre-requisite skills necessary for handwriting.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will be able to draw a verticle line within a defined space. 2. Sue Ellen will be able to draw a horizontal line within a defined space. 3. Sue Ellen will be able to draw a closed circle within a defined space.	1. One-inch spaced, lined primary paper, primary pencil.	1. Given the visual cue of two parallel horizontal lines and the verbal command "make lines down" child makes verticle lines between them. 2. Given visual cues of two dots placed on paper, and the verbal command "make a line across", the child makes a horizontal line between them. 3. Given a model of a circle, the child will copy the circle.	1. Child will perform tasks without verbal or physical assistance with 80% accuracy on five consecutive trials. 2. Child will perform the task without verbal or physical assistance with 80% accuracy on five consecutive trials. 3. Child will perform the task without verbal or physical assistance with 80% accuracy on five consecutive trials.

Instructional Area: Communication Skills: Receptive Language

Annual Goal: Sue Ellen will learn new relationships and concepts.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will identify the following relationships or concepts: short - tall front - back inside - outside all - some push - pull between - middle some - more more - less top - bottom push - pull		1. Given objects and people as required to represent the relationship, the child will 1) identify the item, 2) manipulate the objects or 3) follow a direction as requested by the trainer.	1. For each relationship, the child must perform the task three consecutive times with 100% accuracy.
2. Sue Ellen will identify categories.		2. Given 10 pictures of common objects and asked to "Show me something to eat, drink, wear, ride in, play with", Sue Ellen will point to an appropriate picture.	2. Asked 10 such questions, she will respond with 80% accuracy on 3 consecutive trials.

Instructional Area: Communication Skills: Expressive Language

Annual Goal: Sue Ellen will use complex grammar.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will increase her production of 3 (4,5) word phrases in 1 to 1 setting with teacher.	1. Emerging Language (Hatten, Goman, Lent)	1. Assessment on objectives 34 - 44 in Emerging Language.	1. Successful completion of each objective at 90% accuracy.
2. Sue Ellen will increase her production of 3 (4,5) word phrases in spontaneous expressions of speech.		2. A systematic observation of spontaneous utterance during 5, 20 minute time samples.	2. An average phrase length of 3 words in patterned arrangement.

Instructional Area: Academic Achievement: Readiness (Quantities)

Annual Goal: Sue Ellen will identify quantities, 1 - 10.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will count and identify the following quantities in random order: a) 1, 2 b) 1, 2 and 3 c) 1, 2, 3 and 4 d) 1, 2, 3, 4 and 5 e) 1, 2, 3, 4, 5 and 6 f) 1, 2, 3, 4, 5, 6 and 7 g) 1, 2, 3, 4, 5, 6, 7 and 8 h) 1, 2, 3, 4, 5, 6, 7, 8 and 9 i) 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10		1. Given groups of objects to choose from and the command "give me – and a verbal numeral 1 – 10, (In random order)," the child will place the correct quantity in a box.	1. For each numerical quantity, the child must perform the tests with 100% accuracy on three consecutive trials.
2. Sue Ellen will orally count 1 – 10.		2. While performing task 1 (a - i), the child will label the object with the appropriate numeral.	2. For each numerical quantity, the child must perform the test with 100% accuracy on three consecutive trials.

Instructional Area: Psychomotor Skills: Adaptive Physical Education

Annual Goal: Sue Ellen will throw and catch a large, light ball (basketball size).

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Sue Ellen will throw a large, light ball (basketball size) to teacher who is standing 3 feet away.	1. Large, light ball (basketball size)	1. Direct observation of child's performance on task.	1. 80% accuracy on 10 consecutive trials.
2. Sue Ellen will catch ball thrown by teacher who is standing 3 feet away.	2. Large, light ball (basketball size)	2. Direct observation of child's performance on task.	2. Child will catch ball thrown by by teacher standing 3 feet away with 80% accuracy on 10 consecutive trials.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Terry Goodman **Grade/Program:** 2

Birth Date: January 10, 1970 **Teacher(s):** Mrs. Child

Present Date: October 7, 1977 **School:** Applegate Elementary

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Regular education	9-10-77	on-going	
Physical Education	9-10-77	on-going	
Itinerant speech and language	11-1-77	3-8-79	

Extent to which the child will Participate in Regular Education

Articulation problem --- tongue thrust on /s/ and /z/

Services:

IEP Planning Meeting Participants:

	Name
*Local Education Agency Representative:	Mr. Morton Berger
*Parent, Guardian or Surrogate Parent:	Mr. Gerald Black
Student:	
*Teacher(s):	Mrs. Brown
**Evaluator(s):	
Other(s):	

Dates for review and/or revision of the Individualized Education Program Plan: May 1, 1978

Person responsible for the maintenance and implementation of the IEP plan: Mr. Eugene Match, Speech and Language Supervisor

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Terry Goodman was identified in the Fall, 1976 screening program as having an articulation problem involving the /s/ sound and /z/ sound.

The following tests were administered:

McDONALD SCREENING DEEP TEST - 10-3-77

Sounds tested:	s	l	r	ch	th	sh	k	f	t
% correct responses:	0	100	80	100	90	100	100	100	100

McDONALD DEEP TEST OF ARTICULATION - 10-3-77

Sounds tested:	s	z
% correct responses:	12%	0%

During conversational speech, no /s/ or /z/ sounds were judged to be correct. All /s/ and /z/ sounds were produced interdentally (tongue-tip between teeth). Terry was able to make correct /s/ and /z/ sounds through auditory stimulation and approximation placement techniques.

An oral peripheral examination revealed a high narrow palate. Although the movement patterns of the tongue for speech were slow, structures and functions appeared adequate for speech.

BOSTON UNIVERSITY SPEECH SOUND DISCRIMINATION TEST - 10-3-77

% correct responses: 67%

Terry reportedly passed the screen hearing test in September, 1976.

Instructional Area: Speech and Language (Articulation)

Annual Goal: The child will use correct articulation of both the /s/ and /z/ sound in normal conversational speech in school and at home.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Terry will auditorially identify and discriminate the correct consonant sounds from incorrect sounds as presented by the clinician in conversational speech.		1. The child will identify productions of the /s/ or /z/ sounds in the clinician's conversational speech by clapping each time the sound is produced correctly.	1. 90% correct in five minutes of talking.
2. Terry will correctly pronounce the /s/ and /z/ sound in words.	2. 80 pictures containing the error sound in initial, medial and final position of words plus blends.	2. The child will name the 80 pictures containing the /s/ or /z/ sound.	2. 90% correct productions of /s/ and /z/ sounds as judged by the clinician.
3. Terry will correctly use the /s/ and /z/ sound in reading.	3. Graded reading materials appropriate for child's level of reading skill.	3. The child will read aloud for five minutes pronouncing /s/ and /z/ sounds correctly.	3. Three consecutive therapy sessions with 90% correct production of /s/ and /z/ sounds as judged by the clinician.
4. Terry will use the /s/ and /z/ sounds correctly in structured conversation in the therapy room.	4. Story stimulation pictures, Stopwatch	4. The child will talk for ten minutes pronouncing all /s/ and /z/ sounds orally.	4. Three consecutive therapy sessions 90% correct use of /s/ and /z/ sounds as judged by the clinician.
5. Terry will use the /s/ and /z/ sounds correctly in unstructured conversation in the therapy room and other areas of the school building.		5. Ten minutes of talking time in various rooms of school building pronouncing all /s/ and /z/ sounds orally.	5. Three consecutive therapy sessions with 90% correct use of /s/ and /z/ sounds as judged by the clinician.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Andrew Roberts **Grade/Program:** Intermediate Level - Class for the Hearing Impaired (I.U.)

Birth Date: July 27, 1966 **Teacher(s):** Ellen Robinson

Present Date: October 15, 1977 **School:** Springside Elementary School

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Intermediate Unit Class for the Hearing Impaired	10-17-77	on-going (subject to re-evaluation)	
Physical Education	10-17-77	on-going	

Extent to which the child will Participate in Regular Education

Andrew is profoundly deaf and cannot function in a regular class placement.

Services:

Bus Transportation	10-17-77	on-going	
Hearing Therapy	10-17-77	on-going	

IEP Planning Meeting Participants:

	Name
*Local Education Agency Representative:	Mrs. Shirley Greene
*Parent, Guardian or Surrogate Parent:	Mrs. Suzanne Roberts
Student:	
*Teacher(s):	Mr. Joseph Moore
**Evaluator(s):	
Other(s):	

Dates for review and/or revision of the Individualized Education Program Plan: October 1, 1978

Person responsible for the maintenance and implementation of the IEP plan: I.U. Supervisor of Classes for the Hearing Impaired: Ellen Robinson

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Academic Achievement:

INSTRUCTIONAL AREA: READING

Daniel's Word Recognition Test

Level	Flash Presentation	Untimed Presentation
PP	100%	100%
P	100%	100%
1	100%	100%
2	80%	85%
3	75%	75%
4	50%	50%

Houghton Mifflin Pupil Placement Inventory

Level	Oral Reading Comprehension	Silent Reading Comprehension	Average	Word Recognition In Context	Hearing Comprehension
1	100%	100%	100%	98%	
2	80%	100%	95%	98%	75%
3	70%	80%	75%	95%	75%
4	50%	60%	55%	85%	50%

Results of Daniel's Word Recognition Test indicated that Andrew's sight vocabulary and word analysis skills are both adequate at a 3rd reader level. The fact that his word analysis skills are not adequate at a higher level than his sight vocabulary is due to his hearing impairment. His hearing impairment makes it difficult for him to use auditory discrimination and phonics skills to unlock new words. However, performance with word recognition in context from the Houghton Mifflin Pupil Placement Inventory indicated that Andrew used context clues and configuration clues quite well through a 3rd reader level. He also has a good background of information which he calls upon frequently to aid him in recognizing words and understanding what he reads. His comprehension skills were adequate at a 3rd reader level. He needs help with determining the main idea; separating the main idea from the supporting details and vocabulary. His inferential thinking is quite good, as is his ability to determine the sequence of events within a story

MATHEMATICS: Performance on an informal mathematics inventory shows that Andrew can add three or more numbers and can subtract numbers requiring no renaming. He is able to rename a number involving ones, tens, and hundreds. Andrew cannot multiply or divide. He is able to recognize and describe simple geometric shapes such as a circle, triangle, square and cube.

LANGUAGE: Language samples indicate that Andrew's basic sentence structures are usually correct. He is able to use sentences which include following structures:

N + V + N + N (indirect object) (e.g., Mother gave Mary some cookies.)
1 3 2

N + V + Where + When (e.g., We went to the store yesterday.)
1

Compound predicate (The boys ate hot dogs and drank cokes.)

Andrew needs to include more verbs and adverbs in his language use.

SCIENCE AND SOCIAL STUDIES: Andrew is able to participate in modified science and social studies programs at the 6th grade level.

SOCIAL ADJUSTMENTS: Andrew is somewhat withdrawn in group situations and needs to be encouraged to contribute to class discussions. Often, he fails to pay attention to what is being said. He reports that sometimes he does not understand the conversation, but is afraid to say so and have it repeated. (This assessment summarizes a discussion between Andrew and his teacher related to how Andrew behaves in group situations.)

HEARING THERAPY: Andrew has a moderate bilateral sensori-neural hearing impairment. Auditory discrimination for speech was 52% for the right ear and 68% for the left ear. With his Norelco ear level hearing aid worn in his left ear, an aided speech reception threshold of 14 db H.L. was obtained and auditory discrimination for speech was 80%. With the addition of lipreading, discrimination ability improved to 96%. On the Carrow Elicited Language Inventory administered in June, 1976, Andrew's language level was equivalent to a 7 year old.

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Instructional Area: Reading

Annual Goal: Andrew will increase his reading vocabulary.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will recognize word patterns.	1. Merrill Linguistic Readers, Book III is recommended because it is a linguistic approach that will capitalize on Andrew's visual skills.	1. Given 3 randomly selected lists of 20 words, each taken from the reader, Andrew will read them orally.	1. 75% accuracy on each of the 3 lists.
2. Andrew will identify, read, and relate the meanings of the following prefixes and suffixes: Prefixes — Suffixes a - un - - full ex - - less be - - ness dis - - ty		2. Andrew will be given words containing these prefixes and suffixes, on in each of 20 sentences, to read. He will identify the prefix or the suffix by writing the word on a separate piece of paper and underlining the prefix or suffix. He will then indicate the meaning of the prefix or the suffix.	2. 80% accuracy.
3. Andrew will identify root words and determine how their meanings change when a prefix or suffix is added.		3. Using the 20 sentences from # 2, Andrew will write the root word and its meaning. He will then add a prefix or suffix to each and write the new meaning of the word.	3. 80% accuracy.

Instructional Area: Reading

Annual Goal: Andrew will increase his comprehension of printed material that is read to him as well as printed material he reads for himself.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will state or write the main idea of a story.		1. Given 5 stories to read, varying in length from 1 paragraph to 3 and varying in content, Andrew will select and write the main idea.	1. 80% accuracy.
		Given 5 stories told to him by his teacher, varying in length from 1 paragraph to 3 and varying in content, Andrew will tell the teacher the main idea.	80% accuracy.
2. Andrew will state or write the specific details that support a story's main idea.		2. Given the above 10 stories (5 he reads, 5 are read to him), Andrew will write the supporting details for each main idea he selected for each of the above stories.	2. 80% accuracy.
3. Andrew will write the meanings of words selected from the stories he reads or listens to.		3. Given 20 words selected from the above 10 stories, Andrew will demonstrate knowledge of their meanings by writing their definitions.	3. 80% accuracy.

Instructional Area: Mathematics

Annual Goal: Andrew will improve in mathematics computation skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will add numbers involving two renamings.	1. Mathematics Around Us, Book 3, Scott, Foresman.	1. Andrew will compute 20 addition problems requiring two renamings.	1. 85% accuracy.
2. Andrew will subtract bumbers involving two renamings.		2. Andrew will compute 20 subtraction problems requiring two renamings.	2. 85% accuracy.
3. Andrew will multiply and divide through products of 81.		3. Andrew will complete a fact sheet containing 50 multiplication and division facts with products through 81.	3. 85% accuracy.
4. Andrew will multiply two digit numbers by one digit numbers.		4. Appropriate mastery test included in Mathematics Around Us Book 3 - Scott Foresman.	4. 85% accuracy.
5. Andrew will divide numbers by two digit divisors.		5. Appropriate mastery test included in Mathematics Around Us Book 3 - Scott Foresman.	5. 85% accuracy.

Instructional Area: Language

Annual Goal: Andrew will incorporate new vocabulary and language principles into both oral and wirtten language.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will use the following sentence structures: a. compound sentences b. direct discourse c. indirect discourse 2. Andrew will use the following verb forms: a. present tense b. negative present tense c. regular verbs - past tense d. irregular verbs - past tense e. negative past f. negative future 3. Andrew will use the following noun forms: a. regular plurals b. synonyms and antonyms c. collective nouns d. partitives e. possessives		Objectives 1 - 6 Samples of Andrew's written and oral language will be collected three times during the school year: November, February, and May. Each oral language sample will consist of 20 minute recordings of Andrew's spontaneous speech during a classroom activity not related to the language program. Each written language sample will consist of a composition written by Andrew to describe a pictured activity. Written and oral language samples will be analyzed to see if Andrew adopts and consistently uses the new language structures and forms identified in objectives 1 - 6. The teacher will record both the language structures and forms used and the number of times each was included in each language sample.	1. Successful performance will be indicated by a 50% increase between the first and third samples in the number of new forms and structures used and the consistency of their use.

Instructional Area: Language (continued)

Annual Goal: Andrew will incorporate new vocabulary and language principles into both oral and written language (continued).

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
4. Andrew will use adverbs: a. to answer how often b. of manner c. of degree 5. Andrew will use the following types of pronouns: a. personal pronouns b. demonstrative pronouns c. possessive pronouns 6. Andrew will use the comparative and superlative forms of adjectives. 7. Andrew will write an original composition which includes more than four sentences.		7. The three written language samples used to evaluate objectives 1 - 6 will be used to determine the length of Andrew's compositions.	7. A composition of more than four sentences.

Instructional Area: Science

Annual Goal: Andrew will use the scientific method.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will define problem operationally.	1. Science: A Process Approach (SAPA) Modules # 64, 69, 74.	1. Given a problem, Andrew will restate it in a format which allows for application of the scientific method.	1. Acceptable performance on the four objectives (as judged by teacher) on a novel SAPA module.
2. Andrew will formulate hypotheses.	2. SAPA - Modules # 70, 73.	2. Given an operationally defined problem, Andrew will write hypotheses.	
3. Andrew will observe and record data.	3. SAPA - Modules # 33, 40, 46.	3. Given experiments related to specified hypotheses, Andrew will observe and record data.	
4. Andrew will interpret data and draw conclusions.	4. SAPA - Modules # 63, 65, 67.	4. Given records of observed data, Andrew will interpret and draw conclusion based on the data.	

Instructional Area: Social Studies

Annual Goal: Andrew will read maps for information.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Andrew will select the appropriate kind of map from a number of specialized maps to answer given questions.		1. Given 10 geographic questions, Andrew will select the appropriate map (rainfall, relief, road, political, topographical), to answer the question.	1. 80% accuracy.
2. Andrew will interpret the signs and symbols on a map to answer a given question.		2. Andrew will interpret the signs and symbols on a map by answering the 10 geographic questions.	2. 80% accuracy.
3. Andrew will locate positions on a map given their latitude and longitude.		3. Given 10 positions identified only by their latitude and longitude, Andrew will locate the corresponding positions on a map.	3. 80% accuracy.
4. Andrew will explain how climate and geographical features influence the way of life of given locations.		4. Given 10 locations, Andrew will explain orally 5 likely influences of climate and geography on that region.	4. 80% accuracy.
5. Andrew will solve problems requiring application of knowledge of time zones.		5. Andrew will solve 10 word problems requiring the application of knowledge of time zones.	5. 80% accuracy.

Instructional Area: Social Adjustment

Annual Goal: Andrew will become a contributing member of a group discussion.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
The following objectives were selected by the student and will be put into a student contract for social behavior.		The teacher will observe behavior in group discussion (monthly). Andrew will fill in the information on charts to see his own progress.	
1. In a group discussion, Andrew will listen to the speaker.		1. Systematic observation of the number of minutes during a 5 minute period of a group discussion that Andrew looks at the speaker.	1. 50% increase over the course of the year.
2. Andrew will tell the speaker when he does not understand and ask him to repeat what has been said.		2. Systematic observation of the number of times during 20 minutes of group discussion that Andrew ask that information be repeated.	2. 50% increase over the course of the year.
3. When Andrew knows an answer or has an idea that he wants the group to hear, he will raise his hand.		3. Systematic observation of the number of times during 20 minutes of group discussion that Andrew raises his hand to volunteer and ask.	3. 50% increase over the course of the year.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. **Auditory Skills:** Andrew will be able to extract information from the acoustic message when confined to one meaningful topic, in quiet, from a distance of 7 feet.		1. Using 10 statements and/or questions with known vocabulary and syntax, Andrew will be asked to respond to them.	1. 9 out of 10 correct on 3 consecutive trials.
2. **Hearing Aid:** Andrew will care for his hearing aid daily, including a listening check.		2. Random checks will be made, twice per month, to see if Andrew is consistently caring for his hearing aid.	2. Successful performance in 6 consecutive checks.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: David Brown **Grade/Program:** 6

Birth Date: October 22, 1964 **Teacher(s):** Mrs. Jones

Present Date: October 1, 1976 **School:** JR - Elem.

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Reg. Class w/itinerant Vision Services 5X per week	10-1-76	Until Graduation	Braille, Tape, and Tangible
Physical Education	10-1-76		Aids/Apparatus, Optacon

Extent to which the child will Participate in Regular Education

Visual acuity (R: NIL, L: LP) falls w/in range of educational blindness.

Services:

Orientation and Mobility - 3 hrs. per week	10-1-76	Until Graduation	Cane
Bus Transportation	9-8-76	Until Graduation	
Reader Service - 5 hrs. per week	10-1-76	6-15-77	
Helper Service - 2 hrs. per week	10-1-76	6-15-77	

IEP Planning Meeting Participants:

	Name
*Local Education Agency Representative:	Mr. Edward Adams
*Parent, Guardian or Surrogate Parent:	Mr. David Brown
Student:	
*Teacher(s):	Mrs. Smith
**Evaluator(s):	
Other(s):	

Dates for review and/or revision of the Individualized Education Program Plan: 9-30-77

Person responsible for the maintenance and implementation of the IEP plan: Itinerant Vision Consultant and Orientation and Mobility Specialist, Michael Lang

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Self-Help Skills:

David's self-help skills are presently at an adequate level for a person his age. He is able to function satisfactorily in the cafeteria. His grooming skills are appropriate. Skills yet to be established in this area are choosing appropriate color combinations of clothing, and organizing his possessions in a meaningful way so that he can find them when needed.

Social Adaptations:

David is generally well-accepted by his peers in the classroom. He does, on occasion, have problems adapting to behaviors and reactions of other individuals with whom he comes in contact. David will require assistance in becoming better able to cope with the attitudes and beliefs of other individuals.

Other:

ADAPTIVE PHYSICAL EDUCATION: The adaptive physical education teacher is attempting to prepare David for self-initiated recreational and leisure time activity. Because of David's blindness he is generally inactive and does not engage in physical activities unless specifically directed to do so. Therefore, activities will include using the body appropriately and exercising various muscles that are not normally used because of his inactivity.

OPTACON: David currently can free track a series of 25 words with 75% accuracy. Further, he is able to read sentences without the use of a tracking aid with 80% accuracy. He is not able to read sentences in paragraph form. Also, he is only able to recognize one style of print.

MOBILITY: David is familiar with cane techniques and correct execution of these techniques; he consistently, however, omits using them. He also has knowledge of maintaining orientation so that he can efficiently reverse a route with complete accuracy. David has a problem in the home environment in that to get anywhere from his home it is necessary for him to cross a street at a traffic light controlled intersection. He currently has a rudimentary concept of crossing with the green light, aided by traffic sounds, but is unable to utilize this type of crossing without parental assistance.

TYPING: David presently types orally administered sentences at three to five words per minute with 80% accuracy. Further, he is not able to type sentences from braille.

AUDITORY TRAINING AND LISTENING SKILLS: David is currently functioning in the Listen and Think Series, level G, tape 2.

ADAPTIVE DEVICES: David performs the majority of his mathematics using the abacus. He currently is able to perform the four basic functions using the abacus with the exception of long division. Further, he has little experience with decimals.

Academic Achievement:

David needs adapted media/materials corresponding to the media/materials used by students in his class. With these aids, David is able to achieve consistent with his sixth grade ability level. When lessons being taught to the entire class contain purely visual material, the regular classroom teacher receives consultation from the itinerant vision teacher on methods of adapting the lesson so that David can participate.

Instructional Area: Self-Help Skills

Annual Goal: David will coordinate his attire.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will cite colors which complement a color verbalized by the teacher.	1. Oral communication, color words.	1. Oral communication with teacher, parent.	1. 90% acceptable response as determined by the teacher.
2. David will identify color-coded pants, shirts, socks for recognition of each and its color.	2. Student derived system in conjunction with parent input.	2. Oral communication with teacher, parent.	2. 100% accurate recognition of the color of clothing.
3. David will organize clothing drawer drawer or closet according to colors.	3. Student derived system in conjunction with parent input.	3. Oral communication with teacher, parent.	3. 100% accurate location of clothing.
4. David will match pants, to shirts, to socks.	4. Student derived system in conjunction with parent input.	4. Oral communication with teacher, parent.	4. Clothing is color coordinated 90% of the time.

Instructional Area: Social Adaptation

Annual Goal: David will become more tolerant of the feelings of others.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will listen to other people express feelings and/or opinions.	1. Stimulation activities and role playing.	1. Teacher observation.	1. Spontaneous verbal exchange with peers.
2. David will respond appropriately to others' feelings and opinions.	2. Actual interaction with peers.	2. Sociogram.	2. David's position on a sociogram improves.
3. David will express a rationale for other's feelings and actions.	3. Teacher-student discussions.	3. Performance on task.	

Instructional Area: Adaptive Physical Education

Annual Goal: David will perform routine exercises.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will perform a variety of exercises on a daily basis, designed to improve muscle strength.	1. Exercises will include: Jumping jacks Toe touch Sit ups Push ups Leg lifts Running in place	1. A daily log will be kept by David to record his performance.	1. 10 repetitions of each exercise by January. 15 repetitions of each exercise by June.

Instructional Area: Optacon

Annual Goal: David will independently use the Optacon as a supplementary reading device.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will read sentences containing both upper and lower case letters without the use of a tracking aid.	1. Teacher-prepared, typed materials containing words within David's reading level, which are taken from his 6th grade reading book.	1. Oral reading.	1. 100% accuracy during a 3 minute reading period by the end of December.
2. David will read a 20 word paragraph without the use of a tracking aid.		2. Oral reading.	2. To read the paragraph within 5 minutes with 90% accuracy by June.
3. David will recognize upper case letters in elite type.		3. Oral reading.	3. 95% accuracy on letters presented in random order.

Instructional Area: **Mobility**

Annual Goal: **David will develop independent travel skills.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will use the cane as a primary mobility aid.	1. Teacher directed activities: Cane Environmental cues Repetition of activities	1. Performance on task.	1. When traveling, David will execute proper cane technique appropriate to the situation 100% at the time.
2. David will cross a street at a traffic-controlled intersection on the green without soliciting assistance.	2. Teacher directed activities: Cane Environmental cues Repetition of activities	2. Performance on task.	2. David will be able to verbally indicate, with 100% accuracy, when to cross the street and he will be able to perform the crossing.
3. David will become familiar with the junior high school in preparation for his transition to the building next September.	3. Visitation and tour along with discussions.	3. Teacher directed questionings.	3. David will be able to answer general questions regarding the basic layout of the school 1 week after each visit.

Instructional Area: Typing

Annual Goal: David will effectively utilize the typewriter as a communication device.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will type dictated sentences at 8 - 10 words per minute.	1. Manual typewriter, teacher prepared material dealing with David's spelling lessons.	1. Typed copy.	1. 75% accuracy by the end of December. 90% accuracy by the end of June.
2. David will type sentences from braille at 10 words per minute.	2. Braille text and teacher directed activities.	2. Typed copy.	2. 75% accuracy by the end of December. 90% accuracy by the end of June.
3. David will set up formats for letters, lists, and outlines on the typewriter.	3. Braille English grammar book and teacher directed activities.	3. Typed copy.	3. 75% accuracy by the end of December. 90% accuracy by the end of June.

Instructional Area: Auditory Training & Listening Skills

Annual Goal: David will effectively utilize an auditory presentation for learning.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will list key ideas of an auditory presentation.	1. Listen and Think - Level G, Oral discussion with the teacher.	1. Publisher-produced tests accompanying each lesson; teacher evaluation of oral exchange with student.	1. 90% accuracy.
2. David will develop and outline material presented aurally.		2. Publisher-produced tests accompanying each lesson; teacher evaluation of oral exchange with student.	2. 90% accuracy.
3. David will draw conclusions from an aural presentation.		3. Publisher-produced tests accompanying each lesson; teacher evaluation of oral exchange with student.	3. 90% accuracy.

Instructional Area: Adaptive Devices

Annual Goal: David will effectively use the abacus as a computational device.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will use the abacus to: (1) Add (2) Subtract (3) Multiply (4) Divide (long and short)	1. Problems taken from the 6th grade text used in regular class. Abacus	1. Given 25 Addition 25 Subtraction 25 Multiplication 25 Division problems David will use the abacus to perform the calculations.	1. 90% accuracy on each set of 25 problems 25 problems are completed within a maximum of 30 minutes.
2. David will use the abacus to: (1) Add (2) Subtract (3) Multiply (4) Divide (long and short) numbers containing one integer after the decimal point.	2. Problems taken from the 6th grade text used in regular class. Abacus	2. Given 25 Addition 25 Subtraction 25 Multiplication 25 Division problems David will use the abacus to perform the calculations.	2. 90% accuracy on each set of 25 problems. 25 problems are completed within a maximum of 30 minutes.

Instructional Area: Academic Facilitation

Annual Goal: David will continue to function on grade level.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. David will continue academic growth through the use of special media/materials.	1. Braille, tape, sighted readers, and tangible apparatus will be supplied as needed.	1. Tests used in regular classroom, adapted for David.	1. Same as those used for his classmates.

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Matthew Shapiro **Grade/Program:** Grade 4

Birth Date: August 27, 1967 **Teacher(s):** Mr. Jackson

Present Date: September 30, 1977 **School:** Kennedy Elementary School

Primary Assignment(s):	Date Started	Expected Duration of Services	Special Media or Materials
Regular Education 4th grade with resource room attendance (2X per week, 2½ hrs. each time.)	10-14-77	June, 1978	
Physical Education	10-15-77	on-going	

Extent to which the child will Participate in Regular Education

Matthew is working above grade level in all academic areas. The resource room will provide him with the enrichment activities he needs to explore, develop and use higher levels of thinking in science and mathematics.

Services:

Bus transportation	10-15-77	on-going	

IEP Planning Meeting Participants:

	Name
*Local Education Agency Representative:	Mrs. Lorraine Burns
*Parent, Guardian or Surrogate Parent:	Mrs. Adele Shapiro
Student:	Matthew Shapiro
*Teacher(s):	Mrs. Alexander
**Evaluator(s):	
Other(s):	

Dates for review and/or revision of the Individualized Education Program Plan: September 25, 1978

Person responsible for the maintenance and implementation of the IEP plan: Madeline Constanzo - Supervisor of Programs for the Mentally Gifted/Talented.

* Must attend. If the parent, guardian or surrogate parent does not attend, documentation of attempts to gain their participation should be attached.

** Must attend if the student is newly identified as exceptional.

PRESENT EDUCATION LEVELS

DIRECTIONS: **Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:**

Academic Achievement	**Pre-Vocational Skills**
Emotional Maturity	**Vocational Skills**
Self-Help Skills	**Psychomotor Skills**
Social Adaptation	**Other:**

Academic Achievement

STANFORD ACHIEVEMENT TEST – INTERMEDIATE I

Word Study	6.9	Arithmetic Computation	6.1
Language	6.9	Arithmetic Concepts	5.9
Word Meaning	6.4	Arithmetic Applications	5.8
Paragraph Meaning	6.4	Social Studies	5.7
Spelling	6.6	Science	6.3

Matthew's grade equivalent scores on the Stanford Achievement Test indicate that he is well above grade level in all academic areas. In reading, his comprehension skills are weaker than his vocabulary skills. Matthew will be placed in a 6th grade class for his reading and language arts. He will remain in his regular classroom for mathematics but will use materials appropriate for his level of achievement.

COGNITIVE ABILITIES

Matthew received an IQ of 143 on the Stanford-Binet. Results of the Torrance Tests of Creative Thinking - Figural Form B, indicate that he is especially strong in the areas of originality, flexibility and elaboration.

His regular classroom teacher, responding to a questionnaire on intellectual functioning, indicated that Matthew enjoys completing his work or seeing problems through. He displays a great deal of intellectual curiosity and enjoys the challenge of difficult problems. Frequently, he is able to find alternative ways of solving a problem. He likes to "play" with ideas and often generalizes or applies understanding to new situations. He demonstrates independence in thought and action.

Matthew's parents report that although he has a group of friends with which he associates, he often works and plays alone. His independent activities often involve either reading or "exploring" his neighborhood and reporting on what he found.

Matthew's favorite subject areas are science and mathematics. After discussions with his regular class teacher and the special education teacher, Matthew has chosen to study energy conservation, as his independent project, during the coming school year. He would like to investigate the energy consumption of his school building, Kennedy Elementary, and report his findings and recommendations to school personnel. Matthew has worked with his regular teacher and the special education teacher in identifying the goals and objectives included in the mathematics and science enrichment section of his proposed IEP.

Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will obtain desired information by using research skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Using reference books, Matthew will obtain information concerning the basic principles of electricity and use this information to set up an electric circuit.		1. Matthew will demonstrate the basic principles of electricity to the class, using his electric circuit.	1. During the demonstration, Matthew will discuss the terms: electron electric current cells battery generator electric circuit conductors fuse volt ampere watts meter
2. Matthew will identify and review pamphlets, periodicals, reports and manuals containing information concerned with energy consumption.		Objectives 2 – 4 Student/teacher analysis of the final presentation to see if it contains the necessary background information for the energy conservation study.	Objectives 2 – 4 Information must cover the areas of: 1. energy consumption 2. the operation of systems using electricity at Kennedy Elementary School 3. electric utility tariffs
3. Matthew will interview school building and maintenance personnel to obtain information about the lighting, electrical equipment and heating, ventilating and air conditioning systems in operation at Kennedy Elementary School.			
4. Matthew will identify the proper electric company sources in order to investigate the electric utility tariffs applicable to school district operations.			

Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will process practical information effectively.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will audit utility bills at his school to see if the appropriate tariff was used, and that the calculation of the bill was correct. 2. Matthew will collect data, using observation procedures which he develops, on the energy usage at Kennedy Elementary, in order to support his conclusions and recommendations. This will include investigating: 1. lighting levels 2. unnecessary lighting 3. ineffective lighting 4. inefficient light bulbs 5. operating hours 6. temperature settings 7. air leaks 3. Matthew will evaluate the evidence on energy usage and draw conclusions leading to recommendations for energy conservation.		Objectives 1 – 3 Student/teacher analysis of the final presentation to determine if Matthew has used the information collected through observation and audits to draw his conclusions and recommendations.	Objectives 1 – 3 Conclusions and recommendations must include the areas of: 1. lighting 2. heating, ventilating, air conditioning Each conclusion and/or recommendation must be accompanied by supporting evidence.

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Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will communicate his findings and conclusions effectively.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will produce visual aids, photographs, slides, charts, and/or graphs to illustrate points in his presentation. 2. Matthew will present the findings and recommendations from his energy conservation study to appropriate school district personnel during an oral presentation.		1. Student/teacher analysis of the final presentation to determine if Matthew uses audiovisual aids appropriately. 2. Student/teacher analysis of the final presentation to determine if Matthew presents his findings, conclusions and recommendations in a well-organized clear and concise manner.	Objectives 1 – 2 Following the performance of each task, student and teacher will discuss its strengths and weaknesses. Performance will be judged as acceptable, if the teacher determines that the performance contributed to the effectiveness of the independent study project.

Instructional Area: Science and Mathematics Enrichment

Annual Goal: Matthew will evaluate his independent study project.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will, working with his teacher, determine the goals and objectives for his energy conservation study. 2. With teacher assistance, Matthew will develop an evaluation form which covers all of the major goals and objectives for the study. 3. Matthew will periodically rate his progress toward the attainment of his goals and objectives. 4. Matthew will analyze his final presentation in terms of the attainment of his goals and objectives.		1. Performance on task. 2. Performance on task. 3. Performance on task. 4. Performance on task.	Objectives 1 – 4 Following the performance of each task, student and teacher will discuss its strengths and weaknesses. Performance will be judged as acceptable if the teacher determines that the performance contributed to the effectiveness of the independent study project.

Instructional Area: **Mathematics**

Annual Goal: **Matthew will develop arithmetic concepts and skills at a pace consistent with his level of mastery.**

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will add, subtract, multiply and divide fractions. 2. Matthew will apply correct mathematical concepts to problems. 3. Matthew will use correct measurement techniques. 4. Matthew will use geometric principles in problem solving.	1. Individualized Mathematics System Ginn and Company, 1973 1. fraction strand 2. applications strand 3. measurement strand 4. geometry strand (Levels to be determined by pretests)	Objectives 1 – 4 a. Matthew will use the systems check-up pages to measure each skill within a unit. He will use check-up results to decide whether to continue, branch, recycle, or request the unit posttest. b. Teacher administered, a scored criterion-referenced system, post-tests will determine mastery of the content within each unit.	Objectives 1 – 4 a. Student judgment of acceptable performance. b. 90% accuracy.

Instructional Area: Reading and Language Arts

Annual Goal: Matthew will increase his independent reading skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Matthew will use the following comprehension skills in his independent reading program. a. specific recall b. identifying the main idea c. making inferences d. critical reading e. authorial purposes	1. Pilot Library Series Science Research Associates, 1972 Kit: Grade 6 – 7	1. For each selection read, Matthew will complete the appropriate comprehension/analysis exercise, score his work and record his score. The teacher will periodically monitor Matthew's performance on the evaluation exercises. The teacher will analyze the results of his exercises by the type of comprehension skill represented.	1. 90% accuracy.

APPENDIX B

Partial Bibliographies of Instructional Objective Sources

1. Curriculum Bound
2. Published Collections
3. Resource Books

BIBLIOGRAPHY OF CURRICULUM BOUND OBJECTIVES

The Comprehensive Occupational Assessment and Training System (COATS)
Edu-Systems, Inc.
1575 Parkway Avenue
Trenton, New Jersey 08628

Concepts and Inquiry: The Educational Research Council Social Science Program
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass. 02210

Continuous Progress Laboratories; Science, Math, Reading, Social Studies
Educational Development Corp.
202 Lake Miriam Drive
Lakeland, Florida 33803

Criterion - Reading - A New Assessment System in Reading
Random House
201 E. 50th Street
New York, New York 10022

Fountain Valley Teacher Support System in Reading
Richard L. Zweig & Associates, Inc.
20800 Beach Boulevard
Huntington Beach, California 92648

I Can
c 1976; all levels MR
Hubbard Press
P.O. Box 104
Northbrook, Illinois 60062

Igniting Creative Potential
Calvin Taylor
Bldg. 404 University of Utah
Salt Lake City, Utah 84112

Individualized Computational Skills Program (ICSP)
c 1972; Grades 1 - 2
Houghton Mifflin Company
551 Fifth Avenue
New York, New York 10017

Individualized Criterion Referenced Testing; Reading, Math
Educational Progress
Division of Educational Development Corp.
P.O. Box 45663
Tulsa, Oklahoma 74145

Individualized Mathematics Program
Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

Individualized Curriculum Based on Intelligence Test Patterns
SOL Institutes
214 Main Street
El Segundo, California 90245

Individualized Mathematics System (IMS)
c1970; Grades 1 - 6
Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Individually Prescribed Instruction (IPI); Mathematics
c1972; Grades K - 6
New Century Education Corporation
440 Park Avenue, South
New York, New York 10016

Instructional Objectives: A National Compendium
State of Florida
Department of Education
Tallahassee, Florida 32304

Mathematics Target System
Grades K - 8
American Book Company
450 W. 33rd Street
New York, N.Y. 10001

Palo Alto Reading Program
Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Project Mainstream
c1976; MA 4 - 10
Educational Progress
P.O. Box 45663
Tulsa, Oklahoma 74145

Project Math
c1976; Preschool - High School
Educational Progress
P.O. Box 45663
Tulsa, Oklahoma 74145

Read On - Criterion Tests in Reading
Random House
201 E. 50th Street
New York, New York 10022

Science Research Associates Criterion Referenced Measurement Program
SRA, Inc.
259 E. Erie Street
Chicago, Illinois 60611

Skills Monitoring System; Reading
Harcourt, Brace, Jovanovich, Inc. -
Special Projects Division
Test Department
757 Third Avenue
New York, New York 10017

A Total Creativity Program for Individualizing and Humanizing the Learning Process
Educational Technology Publications, Inc.
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Toward Independence - Daily living skills for the blind
American Foundation for the Blind
15 West 16th Street
New York, New York 10011

The Valuing Approach to Career Education
c1974; K - 8
Educational Achievement Corp.
P.O. Box 7310
Waco, Texas 76710

BIBLIOGRAPHY OF INSTRUCTIONAL OBJECTIVES COLLECTIONS

Behavioral objectives, individual pupil monitoring system, and customized objectives
c1973
Houghton Mifflin Co.
551 Fifth Avenue
New York, New York 10017

Commonwealth Plan for Education and Training of Mentally Retarded Children (COMPET);
c1972
Pennsylvania Department of Education and Public Welfare
Harrisburg, Pennsylvania 17126

CO-OP Objectives and Items ; Mathematics language arts, social science, science, vocational education
CO-OP University of Massachusetts
413 Hills House, North
Amherst, Massachusetts 01002

Evaluation for Individualized Instruction Pool of Behavioral Objectives and Test Items
Institute for Educational Research
1400 West Maple Avenue
Downers Grove, Illinois 60515

Flanagan, J.C., Shanner, W.M., & Mager, R.F. Language arts, mathematics, science, social studies; behavioral objectives
c1971
Westinghouse Learning Press
2680 Hanover Street
Palo Alto, California 94304

Handbook of curriculum design for individualized instruction
Educational Technology Publishers
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Institute for Educational Research Objectives Catalogs
Institute for Educational Research
1400 West Maple Avenue
Donners Grove, Illinois 60515

Instructional Based Appraisal System Objectives
c1975
Edmark Associates
655 S. Orcas Street
Seattle, Washington 98108

Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Instructional Pupil Monitoring System - Reading, Math
Houghton Mifflin Co., Inc.
551 Fifth Avenue
New York, New York 10017

Mastery - An Evaluation Tool - Reading and Mathematics
SRA, Inc.
259 E. Erie Street
Chicago, Illinois 60611

Mathematics Evaluation Materials Package
Ontario Institute for Studies in Education
Dept. of Measurement and Evaluation
252 Bloor Street, West
Toronto 5, Ontario, Canada

Pennsylvania Special Education Mathematics Resource Guide
Special Education Math Project
Room 204 - Shoemaker Building
Harrisburg, Pennsylvania 17101

Pennsylvania Training Model: Individual Assessment Guide; C.N.A., All levels
Pennsylvania Training Model
123 Forster Street
Harrisburg, Pennsylvania 17102

Performance Objectives and Criterion-Referenced Test Items for Classroom Use: Developmental Edition
National Evaluation Systems, Inc.
Post Office Box 226
Amherst, Mass. 01002

The Portage Guide to Early Education
c1976; Preschool
Portage Project
Cooperative Educational Service Agency 12
412 East Slifer Street
Portage, Wisconsin 53901

SCORE
Westinghouse Learning Corporation
Educational Services
P.O. Box 30
Iowa City, Iowa 52240

Sequential Testing and Educational Programming
c1975; Preschool - Grade 6
Academic Therapy Publications
1539 Fourth Street
P.O. Box 899
San Rafael, California 94901

Teaching the Moderately and Severely Handicapped
c1976,
University Park Press
Chamber & Commerce Building
Baltimore, Maryland 21202

BIBLIOGRAPHY OF RESOURCE BOOKS ON OBJECTIVES

Ammermon, Harry L. and Melching, William H. *The derivation, analyses, and classification of instructional objectives.* Washington, D.C.: The George Washington University Human Resources Research Office, 1966.

Banathy, Bela. H. *Instructional Systems.* Palo Alto, California: Fearon Publishers, 1968.

Barrett, Joseph E., *Where behavioral objectives exist.* Project SPOKE, 37 West Main Street, Norton, Mass. 02766, 1974.

Behavioral objectives: An annotated resource file. Harrisburg, Pennsylvania, Department of Education, 1970.

Bloom, B.S. *Taxonomy of educational objectives: Cognitive and affective domains.* New York: David McKay, 1956.

Directory of Measurable Objectives Sources (DIMOS)
Director of Research
Educational Commission of the States
1860 Lincoln Street
Suite 822
Denver, Colorado 80203

Gagne, R., *The Conditions of Learning.* New York: Holt, Rinehart & Winston, Inc., 1965. Derives from psychological literature, an eight level hierrarchical taxonomy for purposes of originating and sequencing sets of learner objectives according to principles of cognitive psychology.

Gronlund, N.E., *Stating behavioral objectives for classroom instruction.* New York: Macmillan, 1970.

Kibler, R., Cegala, D., Barker, L., and Miles, D. *Objectives for instruction and evaluation.* Boston: Allyn & Bacon, Inc., 1974.

Krathwohl, David R., *Taxonomy of educational objectives: The classification of educational goals, handbook II: Affective Domain.* New York: David McKay Co., Inc., 1964.

Kryspin, W.J., and Feldhusen, J.F. *Writing behavioral objectives: A guide to planning instruction.* Minneapolis: Burgess Publishing Co., 1974.

Lapp, Diane. *The use of behavioral objectives in education.* Newark, Delaware: International Reading Association, 1972.

Mager, Robert F. *Preparing Instructional Objectives.* Palo Alto, California: Fearon Publishers, 1962.

McAshan, H. H. *Writing Behavioral Objectives, A New Approach.* New York: Harper & Row, 1970.

Miller, Robert B. *"Task Description and Analysis" in Psychological Principles in System Development.* Edited by R. M. Gagne. New York: Holt, Rinehart and Winston, 1962.

Objectives for Instructional Programs
Insgroup, Inc.
One City Boulevard West
Orange, California 92668

Pennsylvania Department of Education. *Behavioral objectives: An annotated resource file.* Harrisburg, Pennsylvania: Bureau of Curricula and Development, Department of Education

Popham, W. J., and Baker, E. L. *Expanding dimensions of instructional objectives.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Simpson, Elizabeth Jane. *The Classification of Educational Objectives Psychomotor Domain.* Unpublished project report, University of Illinois, 1966.

Smith, Robert G., Jr. *The design of instructional systems.* Washington, D.C.: The George Washington University Human Resources Research Office, 1966.

Smith, Robert G., Jr. *The development of training objectives.* Washington, D.C.: The George Washington University Human Resources Research Office, 1964.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction.* Chicago, Illinois: University of Chicago Press, 1950.

Vargas, Julie S. *Writing worthwhile behavioral objectives.* New York: Harper & Row, 1972.

Wheeler, Alan H., and Wayne L. Fox. *Managing behavior: A teacher's guide to writing instructional objectives.* Lawrence Kansas: H. & H. Enterprises, Inc., 1972.

APPENDIX C

Guidelines for the Preparation of Teacher-Written Objectives

GUIDELINES FOR WRITING BEHAVIORAL OBJECTIVES

In this appendix, a few practical suggestions will be offered as well as guidelines for writing behavioral objectives.

The most critical element of a well written objective is a clear expression of what the child will be able to do as a consequence of instruction. This usually takes the form of an action verb. The more specific the behavior the better. This is so, simply because the objective will be subject to fewer interpretations if the verb denotes unequivocal behavior. To help distinguish verbs that are more appropriate for behavioral objectives, examples are provided in the following lists. These verbs were presented by Mager (1962) in his book *How to Write Behavioral Objectives.*

Verbs open to many interpretations	Verbs open to fewer interpretations
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to define
to have faith in	to debate

In selecting the appropriate verb, it is useful to invision what the child will be required to do when you evaluate his mastery.

By using an action verb, the behavior will be specified in observable measureable terms. The teacher will be able to observe the child performing the behavior and in some way record the occurrence of that behavior. For example, what a child says is an observable behavior. Hitting someone is an observable behavior. Smiling and frowning are observable behaviors. What a child thinks and feels, however, is not an observable behavior; what a child is thinking and feeling cannot be observed by the teacher. The action the child takes as a result of what he thinks and feels is observable behavior. A child may feel angry but the teacher doesn't know this unless the child strikes another child or performs some other action which reveals his feelings. In writing behavioral objectives, only observable behaviors are useful.

The second most critical element of a well written objective is a specification of the conditions under which performance is evaluated. This component must be specific in order to avoid misinterpretation. If, for example, the objective has to do with identification of sound blends, then an appropriate specification of the conditions might be: "Given a printed list of ...", but it also delimits the objective; i.e., only "l" and "r" blends. This specification of the conditions under which the behavior is to be performed is very important for communication and for the development of an adequate assessment device.

In addition to the specification of the behavior and the conditions, several authors recommend the inclusion of a *third element. It is the specification of the criterion for acceptable performance.* This usually takes the form of "... with no more than two out of ten incorrect." Not all authorities agree with the need for the criterion specification. In review, there are three critical components to a well written objective: the *specification of the behavior,* the *specification of the conditions under which the behavior will be evaluated,* and the *criterion level of acceptable performance.*

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Characteristics That Make a Good Behavioral Objective:

1. A good objective conveys to others a picture of what a successful learner will be like when the learning is complete. This is why words like "knows" and "understands" are not adequate. What "knows" means to me may not be what it means to you. It is not explicit enough until you write what the learner will be doing to demonstrate what he "knows".

2. A good objective will *state what the child will be doing or will be able to do* to demonstrate that he has mastered the objective.

3. A good objective will *state the conditions* under which the child will perform the stated behavior.

4. A good objective will state the criteria of acceptable performance by describing *how well* the learner must do the task to demonstrate mastery.

Relationship of Tests to Objectives:

To a large extent, the objectives dictate the format and scope of the tests. If the behavior and conditions of an objective are well specified, it is likely that two different people could independently write very similar (parallel) tests for the same objective or group of objectives. In general, the objectives form the blueprints for the construction of the tests. Conversely, testing considerations should influence the formulation of the objective. Of course, some tests for specific behavioral objectives are already available in the teaching materials or in the teachers manuals and new tests need not be written.

To formulate behavioral objectives without testing the performance relevant to the objectives would only be an academic exercise. Implicit to the use of behavioral objectives is pre- and posttesting of the specified behaviors. Teaching toward an objective that a pupil can achieve prior to instruction can be avoided by pretesting. Posttesting, subsequent to instruction, can provide valuable information as to whether mastery is present or to identify areas that need work. If test information is to facilitate instructional decisions, it is obvious that extended periods between pre- and posttesting may vary as a result of many factors, it is recommended that objectives be delimited such that the pre- and posttest of the objective can reasonably be given within two weeks of each other. This two week time lapse should be viewed only as a guide, realizing that may well written objectives may require far less time to achieve than two weeks and others may require more time.

Delimiting objectives to meet practical time considerations can be approached by manipulating the conditions specified. For example, an objective that requires the child to identify all letter sounds could reasonably take a month or more. This could be delimited to a fewer number of letters that you intend to teach in the next week or two. If, on the other hand, you were working with an older child, the same objective covering all of the letter sounds might be more appropriate.

The above testing consideration should be kept in mind at all times when you select or write your own objective. If a test is not available, it will be necessary for you to write your own. The following specific recommendations are offered:

1. If the objective calls for a specific skill such as identification, the test should require identification; not naming, reciting or some other allied behavior.

2. If at all possible, the test should call for objective responses, i.e., multiple-choice, true-false, matching, etc., in order to avoid subjective scoring.

3. Include sufficient items for any one objective to ensure that chance alone will be unlikely to result in a passing score. (More true-false items will be needed than if multiple-choice items are used.)

4. When writing reading comprehension items, make sure the items cannot be answered without reading the passage.